DOCUMENT RESUME

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ABSTRACT

The guide contains career awareness units for grades one through seven. A chart for each grade level lists the unit titles with textbook references, resource speakers, and study trips. Some of the speakers and study trips suggested throughout the guide are specific to the local area. For each unit, concepts to be developed are coordinated in chart form with activities (field trips, games, displays, discussions, and others) and resources (speakers, filmstrips, and books). A unit on developing attitudes about work is presented at each grade level. Other units cover the following occupational areas: grade one, school workers, the home, the grocer, diary and egg farmers, and community workers; grade two, policemen, carpenter-painter, the baker, and medical careers; grade three, radio announcer, fireman, service station worker, and veterinarian; grade four, pilot, forester, United States Postal Service, and law enforcement; grade five, crafts, farming and animal care, managerial work, business relations, and industry work; grade six, communications, machine work, engineering, and investigating and legal work; and grade seven, merchandising and clerical work, medicine and health, scientific research, library related fields, and social science. (MS)

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CAREER AWARENESS UNITS

Magnolia Public Schools

Grade 1

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CAREER AWARENESS UNITS WITH TEXTBOOK REFERENCES, RESOURCE SPEAKERS, AND STUDY TRIPS

Grade 1

Unit	Textbook References	Resource Speakers	Study Trip
Developing Attitudes	Under the Apple Tree p. 63 "Apple Tree Hill" The Little White House p. 177 "Susan Helps, Too"		
School Workers	On Cherry Street p. 5 "We Go to School"	Special Subject Teachers Transportation Supervisor Bus Driver School Secretary Librarian Cafeteria Supervisor Custodians Principals Counselor Nurse Superintendent	Bus Loading Station School Offices Library Cafeteria Playground Custodian's Room
The Home	My Little Red Story Book p. 19 "Mother" My Little Green Story Book p. 7 "Come and Work" p. 11 "The Apples" p. 19 "Work" p. 43 "Flip Wants Something" p. 55 "A Surprise Cake" My Little Blue Story Book p. 19 "Here Is Patsy" p. 47 "Susan Wants to Play" p. 53 "The Play House"	Parents	

CAREER AWARENESS UNITS WITH TEXTBOOK REFERENCES, RESOURCE SPEAKERS, AND STUDY TRIPS

Grade 1

Unit	Textbook References	Resource Speakers	Study Trips
The Home (cont.)	The Little White House p. 6 "At Home" p. 13 "Flip Wants to Help" Under The Apple Tree p. 42 "Something New" p. 47 "A Funny Surprise" p. 63 "Apple Tree Hill" On Cherry Street p. 69 "Apples and Eggs"		
The Grocer	On Cherry Street p. 59 "Mr. Mac's Store" Around The Corner p. 29 "My Dime"	School Dietician Manager of Kroger Manager of Smitty's Manager of Dennis Community Food	Kroger's Smitty's Save-U Dennis Community Foods
The Dairy Farmer	The Little White House p. 87 "At the Farm" Under the Apple Tree p. 51 "Fun on the Farm"	Dr. Charles Atteberry, SSC Dairy Farm Mrs. Eugenia Clark Columbia County Agricultural Extension Office	Southern State College Dairy Farm
Workers Who Help Us Around Town	On Cherry Street p. 123 "The Little Monkey" p. 19 "Betty and Cathy"	Fire Chief Fireman Volunteer fireman Mr. Langley, Buffaloe's Shoe Store	Fire Truck on Campus Buffaloe's Shoe Store

CAREER AWARENESS UNITS WITH TEXTBOOK REFERENCES, RESOURCE SPEAKERS, AND STUDY TRIPS

Grade 1

Unit	Textbook References	Resource Speakers	Study Trip
The Post Office Workers	Under The Apple Tree p. 37 "A Birthday Surprise" On Cherry Street p. 141 "Better Than A Letter"	Postmaster Other postal workers	Post Office
The Egg Farm	On Cherry Street p. 145 "Happy Days at the Farm"	Paul Barlew County Agent	Ark La Feed and Fertilizer Co. J. N. Williams City Poultry, Inc. Cameran Dodson Oakridge Farm Charles P. Cross

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop the concept of work-sharing within the family unit. Vocabulary: Plan Help Slow Slowly Advice	Discuss the story "Lefty's Hamburger Stand" pointing out that like the arms of the octupus the family members must work together. Have the children role-play family jobs, dividing job responsibilities. Make sure that each child gets to play several different family roles.	Cassette/Book: "Lefty's Hamburger Stand" Intro. Story V pp. 100-103. Book 2 Stories Units V-VIII Developing Understanding of Self and Others Kit American Guidance Services, Inc.
To identify the Lollipop Dragon prior to the presentation of additional stories in the series, to encourage the practice of sharing, and to serve as a basis for special sharing projects. Vocabulary: loafer	Discuss the jobs that need to get done but that no one wants to do. Try to get the children to discover that one of the most basic work habits is getting down to work without procrastination. Also they need to realize that the only way to get the job done once it is begun is to keep working. Use the filmstrips, stories, and cassettes to provoke imaginative responses.	Filmstrip/Cassette: "How the Lollipop Dragon Got His Name" The Adventures of The Lollipop Dragon Series SVE (Singer) Book/Cassette: "The Loafers" Story V-C pp. 114-119 DUSO Kit American Guidance Services, Inc.

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CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	An attitudes booklet may be made, entering each vocabulary word and an accompanying illustration.	Fable: "The Grasshopper and The Ant" Aesop's Fables
To encourage working together and to serve as a basis for special projects involving children working together.	Discuss the jobs that need to be done in the classroom. This is a good time to introduce the Helping Hands chart. Using the "Working Together" filmstrip, help the children realize that everyone has a job to do and to be aware of some of the consequences when someone neglects their job.	Filmstrip/Cassette: "Working Together"
To encourage care of property specifically books, lawns, crayons and pencils, toys, and animals.	Discuss the filmstrip and story with the children talking about how we feel when someone destroys or harms our property. Then discuss how we feel when we have broken a toy or destroyed something	Filmstrip/Cassette: "Caring of Property" and "Kindness to Animals" The Adventures of the Lollipop Dragon SVE (Singer)

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
Vocabulary: Put it off Fault Responsible Forgetful	that belongs to someone else. Have the children role-play some incidents that might happen. Discuss the vocabulary words and add them to attitudes booklets.	Story/Cassette: "The Bike" Story VII - D pp. 172-176 DUSO Kit A.G.S.
To develop good attitudes toward following rules and regulations regarding safety measures. Also to learn the values and purposes of each rule and why we study them. Vocabulary: Safety Important Remember Play Rough What is best for you	Show the filmstrip "Avoiding Litter" and talk about our responsibility toward the environment and why we have pollution controls. Display the book and listen to the "Traffic Light Song." Talk about the need not only to be aware of the rules but to obey the rules. Talk about the consequences when we don't obey the rules. Listen to "Swinger Slinger Train" and discuss group pressures. Add vocabulary words to the attitudes booklet.	Filmstrip/Cassette: "Avoiding Litter" The Adventures of the Lollipop Dragon SVE (Singer) "The Traffic Light Song" Story Book 2 V-D pp. 120-125 DUSO Kit A.G.S. Filmstrip/Cassettes: "Safety and School" "Safety Coming To School" "Safety On The School Bus" "Safety In School"

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Show the safety filmstrips and go over the specific rules your school has. Make a flip chart of the specific rules and talk about what the consequences of breaking the rules would be.	"Safety On the Playground" Safety Series Eye Gate House, Inc. "The Swinger Slinger Train" (Group Pressure) DUSO Kit AGS
To develop the proper attitudes toward store clerks and merchants and to realize the important role manners can play. To also encourage taking turns. Vocabulary: Most important person Solve the problem Same kinds of feelings Equal	Develop a bulletin board using some of the characters from the manners books. Read the stories and talk about manners - why we need to have them, why we like for others to use them. Show the filmstrips and discuss the ideas presented about waiting your turn, etc. Present the story "First In Line" and discuss empathy, courtesy, and respect for the rights and feelings of others.	Filmstrip/Cassette "Taking Turns" The Adventures of The Lollipop Dragon SVE (Singer) "First In Line" Story Book VIII-D pp. 195-198 DUSO Kit Books: Manners Zoo Manners Can Be Fun Munro Leaf

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Relate these concepts to shopping and dealing with store clerks and how they work so hard to show us merchandise and to find something to please us. Point out that it is much more pleasant to wait your turn for you and for the clerk. If time permits, role-play clerk and shopper.	Cassette/Filmstrip: "Courtesy In Public" Courtesy Series (Housed in 1 & 2 Workroom)
To develop the concepts of being honest, playing by the rules and influencing others to value personal integrity. Vocabulary: Take it home Belong to someone else Sorry to leave Peek Just a little Excited Worried look	Show "The Red and Blue Top" and have the children discuss what they would do in a similar situation. Use the book/cassette presentation of "The Box From Rainbow Lake" to develop further the idea of respecting other's ownership rights - pointing out the fact that private ownership is one of the inalienable rights and freedoms guarenteed under our constitution.	Filmstrip/Cassettes: "The Red and Blue Top" Patterns of Behavior Series Eye Gate House, Inc. "Who Believes Sally?" Its Up To You Series Eye Gate House, Inc. Book/Cassette: "The Box From Rainbow Lake" DUSO Kit Book 2 pp. 186-190 - AGS

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Using "Just a Little Peek" and "Who Believes Sally" stress the fact that we rapidly gain a reputation for dishonesty and perhaps have difficulty getting anyone to believe us on any matter. Use the book and the fable to further illustrate this point allowing the children to discuss and relate these to playground and/or classroom situations. Add the phases to the attitudes booklet.	Aesop's Fable: "The Little Boy Who Cried Wolf" Book: "Sam Bangs and Moonshine"
To develop the concept of self-achievement, to develop self-confidence, and to help children be realistic about their abilities and limitations. Also to encourage children to strive and be highly motivated while at the same time learning to realize that some things are impossible.	Following the teacher's guide, present each of the stories in sequence from the DUSO Kit. Allow the children to discuss and apply principles that are presented perhaps even role-playing some of the sections. Use the fable and the record to further illustrate the old adages "Try, try, again" and "Be The Best of Whatever You Are".	Book/Cassettes: "Duso and Squeaker" Book 2 Intro. to VI pp. 126-129 "Thaddaeus Platypus" Book 2 VI-A pp. 130-135 "The Big Race" Book 2 VI-B pp. 136-140 "The Swimming Kangeroo" Book 2 VI-C pp. 141-145

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
Vocabulary: Practice Learn Baby Try Have a go at it Give up Disappointed Show-off It never hurts to try Realistic Wish Nervous Everyone is important Feel good about yourself	Add the words to the attitudes booklets. Display the finished booklets and summerize on a chart some of the more important attitudes developed.	"Peekaboo Emu" Book 2 VI-D pp. 146-151 The DUSO Kit American Guidance Services, Inc. Aesop's Fable: "The Tortoise and The Hare" Record: "The Little Engine That Could"

CURRICULUM CORRELATED CAREER AWARENESS UNIT: School Workers

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To help the children become aware of the many workers at school while at the same time orienting them to the physical plant and the rules and regulations governing the school community.	Show the filmstrip to give the children an overview of the unit on school workers. Read the books about school helpers and discuss them with the children. Show the children the study prints as each related school worker is introduced. Ask the students to name the workers in our school. If possible, show slides of each school worker in your school. Talk about the behavior necessary for study trips and resource speakers. Learn the songs "Will You Come?" and "In A Line." As each school worker is introduced, make this the topic for the daily	Filmstrip/cassette: "School Workers" Community Workers and Helpers Group I SVE (Singer) Picture Study Prints: "School Friends and Helpers" Urban Life Series SVE (Singer) Books: About School Helpers by Jane Hefflefinger and Elaine Hoffman Lets Go to School by Naomi Bucheimer Song: "In a Line" p. 27 "Will You Come?" p. 23 The Kindergarten Book Ginn and Company Color slide of school workers at East Side Carousel for showing slides Art supplies and writing paper

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CURRICULUM CORRELATED CAREER AWARENESS UNIT: School Workers

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	writing lesson as the children dictate to the teacher two or three short sentences. After the writing, encourage the children to illustrate the sentences. When all workers have been studied, bind the papers into a School Workers booklet.	
To acquaint the children with the different types of teachers and the services they offer.	Show the filmstrip, "The Teacher". Discuss with the children about the teacher and her various duties. Invite the music teacher and/or any other special teachers to come and talk about their job tasks and show any tools they use. The books may be read and discussed.	Filmstrip/cassette: "The Teacher" My Mother Has a Job Series - Eye Gate Books: I Want to be a Musician by Carla Greene I Want to be a Teacher by Carla Greene Good Morning, Teacher by Jene Barr Resource Persons: Mrs. Triplet, music teacher Other special teachers

CURRICULUM CORRELATED CAREER AWARENESS UNIT: School Workers

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To become acquainted with the exact bus and bus driver of each child and to help allay any fears the children have concerning riding the bus.	Talk about the bus driver and his job duties. If possible show pictures of each bus driver and let the children stand up and tell about their bus driver. Invite Mr. Lindsey to come as a resource speaker to talk about buses, bus drivers, and bus safety. At the end of the day, go up to the bus stop and let all the children see the buses and meet the bus drivers. This will remove some curiousity the non-transported may have and help establish the route taken from the classroom to the bus stop by the transported children.	Pictures of bus drivers. Resource Persons: Mr. Lindsey, Supervisor of Transportation Other bus drivers Books: I Want to Be A Bus Driver by Carla Greene About the Driver of A Bus by Eleanor Phillips Song: "The Bus Song" Sung to the tune of Mulberry Bush

CURRICULUM CORRELATED CAREER AWARENESS UNIT: School Worker

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To learn the schools physical plant and associate appropriate behavior with appropriate location.	Take a short walk-through tour of the office complex allowing the children to observe Mrs. Ephriam, the school secretary, at work and to point out to the children the offices of the counselor, principal, and nurse. A study trip may be made to the library with Mrs. Bigley on hand to tell about her duties. Finally, a study trip can be made to the cafeteria for several reasons. The children need to learn the location of the cafeteria and the appropriate behavior associated with the cafeteria workers and the utensils and equipment they use in their jobs.	Resource Persons: Mrs. Veora Ephriam, Secretary Mrs. Martha Bigley, Librarian Mrs. Edgar Talley, Cafeteria Supervisor East Side School Books: I Want to Be a Secretary by Carla Greene I Want to Be a Librarian by Carla Greene Miss Terry At The Library by Jene Barr

CURRICULUM CORRELATED CAREER AWARENESS UNIT: School Workers

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To learn what specific tasks are required of a student at school and what each student can do to help school be a pleasant and happy place.	Take a study trip to the playground arranging beforehand for the assistant principal to be on hand to explain proper playground behavior. Next, take a trip to the custodian's closet where they will talk about their job and demonstrate their tools. Also brief them to tell the children what they can do to help keep the school neat and clean. Invite the principal and the counselor to come to each class to discuss informally their jobs and the services they offer. Show the children #M47 (Picture of nurse) and discuss the school nurse and her duties. Invite Mrs. Calloway to come and discuss briefly the role she plays as a school worker. She may or may not discuss hygiene when she comes.	Resource Persons: Mr. Clayton Mr. and Mrs. Ross Mrs. Waters Mrs. Garrett Mrs. Calloway Kit A - Language Building Pre-Reading Skills - Ginn and Company Books: Blue's Broken Heart by Jean F. Merrill Hilda Baker, School Nurse by Dorothy Deming About Miss Sue, The Nurse by Frances Thompson I Want to Be a Nurse by Carla Greene First Book of Nurses by Mary Elting

CURRICULUM CORRELATED CAREER AWARENESS UNIT: School Workers

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To point out the importance, worth, and dignity of each school worker the interdependence necessary for a successful and happy school life.	Discuss with the children the importance of each school worker and the consequences when one worker in unable to do his job. As a climax to this unit, invite the school superintendent to come for a short talk on the whole school perhaps giving out such information as how many school children, how many teachers we have. Then the children can display their school workers booklets, and using the study prints, present a summary of what they have learned for Mr. Hasley and other invited guests.	Picture Study Prints "School Friends and Helpers" Urban Life Series SVE (Singer) Resource Person: Mr. Hasley, Superintendent and/or other administrative personnel.

WORDS OF SONGS TO ACCOMPANY SCHOOL WORKERS

- Sung to the tune of Mulberry Bush

THE BUS SONG

The wheels on the bus go round and round, round and round, round and round,
The wheels on the bus go round and round, all around the town.

The driver on the bus says "Move on back! Move on back! Move on back!"
The driver on the bus says "Move on back!" All around the town.

The wipers on the bus go "Swish, swish, swish! Swish, swish, swish! Swish, swish, swish!"
The wipers on the bus go "Swish, swish, swish!" All around the town.

The horn on the bus goes "Honk, honk, honk! Honk, honk, honk! Honk, honk, honk!"
The horn on the bus goes "Honk, honk, honk!" All around the town.

Additional verses may be made-up by the children.

Songs for the study trips taken from The Kindergarten Book by Ginn and Company.

WILL YOU COME?

Will you come and walk with me, walk with me, walk with me,
Will you come and walk with me, all around the school.

IN A LINE

In a line we go, In a line, in a line,
In a line we go, In a line we go.

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Home

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To provide children with a perspective on growth and change.	The children and the teacher can plant a fast-growing vine at the beginning of the school year. Train the vine up the wall and then start it growing around the room. Let the class keep a growth chart, measuring it every two weeks. Discuss the posters and the booklet from the Dairy Council with the children pointing out the good health habits that promote growth.	A fast-growing vine Song: Growing by Niles and Jacobs My Weekly Reader Ed. 2 Posters: Do You? What We Do Day by Day Booklet: Growing Up Dairy Council, Inc. 3415 S. Taylor Little Rock, Arkansas 72204
To give all the students the same working vocabulary to use when talking about the importance of the home and work in the home.	Show the filmstrip and play the record of "Sounds at Home". Teach the children to sing "The Home song". Discuss vocabulary with the children. Define words and let the children copy the printed words from the board and illustrate them	Flannel Board Kit: When I Grow Up Instructo Filmstrip/Record: "Sounds At Home" Eye Gate House, Inc. Books: When I Grow Up by Kay & Harry Mace When I Am Big by Robert P. Smith Where Are The Mothers? by Dorothy Marino

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CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Home GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	in a class scrapbook that will be kept up to date with each unit of work. Home - doing something that needs to be done. Family - consisting of a mother, father, children, and any relatives living with them. Work - doing something that needs to be done. Job - a piece of work. After reading When I Am Big have the children roleplay being grown-ups. Make a chart of "What I Could Be When I Grow Up". Discuss the units on families in the Social Studies Text pointing out different life styles and make-ups of families.	Mommies by Lonnie C. Cartor Daddies by Lonnie C. Cartor Teachers Manual: Sight & Sound Discovery Trips Eye Gate House, Inc. Textbook: Families And Their Needs Silver Burdette Primary Social Studies

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Home

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To help children understand that the home is the center of family life and that all members of a family must work together to make a happy home.	Display pictures of members of families. Have the children name the members of a household such as mother, father, sister, brother, baby, grandmother, grandfather, aunt, uncle, cousin, etc. Have children draw pictures of their families free-hand. Discuss with children ways in which families work together. Let each child tell what work the members of his household do at home. Read The Little Red Hen and discuss the makeup of a successful family life. (All working together, doing their jobs)	Instructo Flannel Board kits: "Members of A Family" "The Black Family" Illustrations of family members done by the children. Use parents or other family members as resource persons. Filmstrips: "Mother Cares for the Family" "Father Works for the Family" Book: The Little Red Hen, Ginn

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Home

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To respect individual qualities of every other child and to recognize and respect one's own uniqueness.	Let children compare and contrast their attitudes with those of parents. Discourage the use of good and bad, right and wrong. Emphasize respect for and acceptance of different values. Remember to permit children the option of not telling them their feelings in this type of situation. Let students make a mural depicting members of a family at work. Plan a movie or TV show to demonstrate things children and parents can do to help each other at home.	Filmstrip/cassette: "Who's In Your Family?" BFA - <u>The importance of You</u> Roll of drawing paper Large cardboard box for stage or TV set, two sticks for rollers, paper for children to draw scenes.
To appreciate the dignity of all honest work.	Children take home letters to parents seeking information on the jobs they do. A sample letter may be seen in resource column.	<u>Sample Letter</u>: EAST SIDE ELEMENTARY SCHOOL

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Home

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
		Dear _____ (parent or guardian) The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s class. (childs name) Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives. 1. What is your job?_____ 2. What are some of your duties?_____ 3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)?_____ 4. Would a study trip to your place of employment be beneficial at this grade level?_____ Thank you for your consideration. _____ (teacher)

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Home

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To give to students an understanding of why parents work to earn money. Questions to be answered: 1. What is work? 2. Who works for you? 3. What kind of work do they do? 4. What kind of work have you done? 5. What work have you seen other people doing?	Show filmstrip "Where Our Daddies Work" and discuss fathers' and mothers' work outside the home. Invite parents to come to school to talk about their work. Use references in the next column to answer questions. 1. Work is doing something that needs to be done. 2. Our parents work for us. 3. Doctor, nurse, secretary, etc. 4. Carried out garbage, made bed, etc. 5. Mowing lawns, cooking meals, cleaning house, etc. Use the Radlauer book Whose Tools Are These? to develop a chart showing various tools used by mothers and daddies.	Filmstrip: "Where Our Daddies Work" by Marjorie Colyer and Jean D. Washington Eye Gate House, Inc. Parent as a resource person dressed in the uniform worn for work if possible. Chart tablet made on mother's and daddy's tools. Books: Whose Tools Are These? by Radlauer, Radlauer, and Gjertson Daddies by Janet Frank Family Helpers by Hoffman & Hefflefinger Mommies at Work by Eve Merriam Daddies, What They Do All Day by Helen Puner

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Home

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To help children feel a sense of pride in doing work at home and in being a contributing member of the family regardless of his age or the type of work done.	Let children make a booklet about themselves illustrating the following: a. me b. my family c. my house d. my favorite food e. my favorite game f. my jobs at home Sing the song "Fun To Be A Helper" Let the children dramatize or talk about what would happen if everyone in the home didn't do his job. Make a mobile of members of a family using paper dolls and coat hangers.	Song: "Fun To Be A Helper" Music Round The Clock Follett Publishing Company "A Song About Me" "Everybody Says" The Kindergarten Book by Lula Belle Pitts Coat hangers, construction paper, and scissors.
To help students recognize that a worker needs a job he likes	Read book: Fathers at Work Each child may pantomime work his father does.	Fathers at Work by Ruth S. Ranlaner (1-3) Dollhouse, furniture and dolls

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Home GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
because work is important to man's well-being.	Let children use a dollhouse to show work they do at home. The children and teacher may develop an experience story on the subject of work.	Chart tablet
To develop attitudes that are wholesome for all people who work to develop the powers of creative expression through dramatization, and to develop skills needed for group singing.	Have children sing to the tune of "Here We Go Around the Mulberry Bush" "This is the Way My Father Works". Have children discuss some good working habits they have learned from a job done at home. Have children bring pictures from magazines for a bulletin board showing different workers. Play a game letting each child choose an occupation, act out workers and say, "I am a_____",	School music book Magazines Pictures of workers uniforms, children's pictures, popsicle sticks. Tape recorder and tapes

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Home

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To inform pupils that by working, people in a community help each other. Also to make children aware of how many different occupations there are in our community.	"I do _____" Let other children guess who worker is. Make stick puppets portraying occupations. Use children's pictures or drawing for head. Develop tapes on the subject "My father is a (name of occupation)." Let students talk and record. Discuss the occupations of parents and other people the children know. Use album to teach songs about many workers. Children may keep tally of kinds of workers they see in one day's time. Discuss what each worker mentioned does.	Record: "Songs of Home, Neighborhood and Community" Bowmar Company

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Home GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To help students learn to work together and also to develop an appreciation of the differences of family-makeup.	Let children make booklets with magazine pictures of people at work. Pupils and teacher may write stories about the different occupations together. Discuss and compare story-families with the families of the children in the room.	Old magazines brought to school by children. Construction paper or manila folders for covers. Yarn or rings to hold together. The mural depicting family members The mobiles the students made illustrating their family members Basic Readers
To develop good interpersonal relations and show the value of working together to create a sense of personal worth.	As a culminating activity the children can present the play "A Happy Family" (see resource column). Invite parents of the children to the presentation. A copy of the play, which could be changed to fit the needs of a class, follows this unit.	Play: "A Happy Family" written by Mrs. Daphne Bradley, first grade teacher, Magnolia Public Schools. (some modification has been made)

CAREER AWARENESS PLAY

"A HAPPY FAMILY"

Cast of characters:

Mother	Freddie	Cindy	Doctor	Butcher	Teacher	Policeman	Dentist	Lunchroom Operator
Father	Sue	Mrs. Brown	Nurse	Baker	Barber	Fireman	Carpenter	Librarian
Baby Nell	Jean	Jane	Farmer	Grocer	Beauty Operator	Clowns	Truck Driver	Principal of School

ACT I

Mother: "John, I'll need the car tomorrow. Freddie needs new school clothes and Baby Nell needs new shoes."

Father: "I'll arrange for you to have the car Evelyn."

Baby Nell: "I don't NEED new shoes I NEED a new doll."

Freddie: "Oh! no, you don't NEED a new doll. You only want a new doll.

Baby Nell: "Yes, I do NEED a new doll!"(sticks out her tongue at Freddie playfully)

Freddie: "No, you don't!" (sticks his tongue out at Baby Nell)

Baby Nell: "Yes, I do."

Freddie: "Listen Baby Nell, I hope you get a new doll, but we learned in career awareness that what you NEED - you can't easily do without. What you only WANT - you can do without."

Baby Nell: "Let's see. I NEED new shoes. I only WANT a new doll. O.K., I'll take new shoes." (Is happy now) (Skips around in a circle singing to herself) "I'll get new shoes! I'll get new shoes! I'll get new shoes!"

Father: "That's a big girl, Baby Nell."

Baby Nell: (sings to herself again as she skips in circle) "I'm a big girl." "I'm a big girl!"

Freddie: "Mother, I really WANT a new baseball glove!"

Father: "But remember, Freddie you NEED new clothes. Remember the career lesson you taught Baby Nell?"

Freddie: "O.K., I'm sorry, Dad. I'll take new clothes."

Father: "Freddie, remember to feed your rabbits! Bye, everyone!"

Freddie: "O.K., Dad, I'll feed the rabbits. Bye, Dad."

(Sue and Jean enter)

Mother: "Sue and Jean, did you put your toys away?"

Sue: "Oh, we forgot, Mother. We've been watching the rabbits."

Jean: "But we will, Mother."

(Sue and Jean exit)

Freddie: "Let me feed those rabbits right away before I forget!"

(enter Cindy)

Cindy: "Yes, Freddie, You must because a happy family has to SHARE THE WORK!"

Freddie: "Yes, we all have to SHARE THE WORK around here."
(Freddie sings to himself)
"In a house lived a happy family"

Baby Nell: "Freddie, I know that song about a happy family."

Freddie: "Good, Baby Nell! Help me sing it!"

Baby Nell: "Goody! Goody!" (jumps up and down, then sings with Freddie)

(Doorbell rings)
(Enter Mrs. Brown after Cindy answers doorbell)

Mother: "Oh, come in Mrs. Brown and little Jane. My your hair looks nice today, Mrs. Brown."

Mrs. Brown: "Oh, thank you. My new beauty operator gives good services."

Cindy: "Mrs. Brown, you and the teacher gave good services when you made all those costumes for our school career awareness play."

Mrs. Brown: "Thank you, Cindy. We had fun making them - especially the clown costumes. Jane had chicken pox and I didn't see the play."

Jane: "I sure did have the chicken pox."

Baby Nell: (Skips around in a circle and sings)
"Jane had the chicken pox! Jane had the chicken pox! Jane had the chicken pox!"

(Mother goes to stop her quietly but as she sits down she says the following:)

Baby Nell: "But, Mommy, she does have the chicken pox."

Freddie: "Mrs. Brown, the teacher is going to loan the costumes to the children in our neighborhood."

Cindy: "Yes, Mommy will chaperone and we'll give our little school career awareness play right here at 2:30 today."

Freddie: "Will you come to see it Mrs. Brown?"

Mrs. Brown: "Thanks, Freddie. I'll sure be here. I must be going so I'll be back in time."

Mother: (calls after her as she leaves) "Hurry back, Mrs. Brown."
"Now children we must finish our work in here before time for the play."

Cindy: "Now, Baby Nell and Freddie lets help Mommy so we'll be ready by 2:30. Daddy will come back to see our play. He knows our songs, too."

Freddie: "Remember, Baby Nell, you may help us sing our songs, too."

Baby Nell: "Goody! Goody!"

(As the others straighten chairs, etc. Baby Nell skips in circle and sings)

"I'll sing a song! I'll sing a song! I'll sing a song!"

(Curtain)

ACT II

(Freddie and Cindy stand at center stage. Mother, father, Sue, and Jean sit at left of stage and Mrs. Brown, Jane, and Baby Nell are seated at right side of stage.)

Freddie: "We have wants and we have needs - Many people help us to get all of these."

Cindy: "Some produce services to help us each day. Some produce goods both near and far away."

Freddie: "We've brought the producers to tell us now you see. The many, many ways they help you and me."

Cindy: "We are all consumers of the producers."

Freddie: "So listen, everyone! Now meet our many helpers. I think it will be fun!"

Doctor: "I'm your doctor dressed in white - ready to help you day or night."

Nurse: "I'm the nurse as you can tell, I'll do all I can to make you well."

Farmer: "And when you are well - you are hungry I know, so the farmer for you - wholesome foods will grow."

Butcher: "I'm the butcher who cuts your meat, you will find it very good to eat."

Baker: "I'm the baker who bakes bread and cake. Don't eat too much and get a tummy ache!"

Salesman: "I'm a salesman as you can tell - I sell good foods to keep you well.

Teacher: "I'm your teacher it's plain to see. I'll teach you good health rules to keep."

Barber: "I'm the barber who cuts the boys hair, so they look nice enough to go anywhere."

Beautician: "I'm the beauty operator. I'll fix the girls, and send them home with pretty curls."

Policeman: "I'm the policeman who watches to see - that no harm comes to you or me."

Fireman: "I'm the fireman - ready day or night - to protect your home and fires fight."

Clowns: "We are funny clowns as you can tell - children need work, but they need play as well -- some people sing to make you gay, but we just clown around in our funny way."

Dentist: "I'm the dentist, who fixes your teeth. Then yum, yum, yummy - good foods you can eat."

Carpenters: "I'm the carpenter, who comes to build - the comfortable houses - in which you live."

Truck Driver: "I'm the truck driver, who hauls the gas - mine is a very important task! I bring the gas to go in your car - so you can travel both near and far."

Lunchroom Operator: "I work in the lunchroom in your school - and get good foods ready for you."

Librarian: "I'm the librarian as you can see - with many good books for you to read."

Principal: "I'm the principal of your school. I do many things for you. I check the buildings early and late - to keep them comfortable and to keep them safe. So with your problems big and small, I'm ready to help you when you call."

Freddie: "Now don't you think it was great to see - how many people help you and me? So lets all go home and help Mother and Dad, and make this the best day we've ever had."

Cindy: "But first let's sing our song you see - about the Happy Family."

Baby Nell: "Goody, now I get to lead."

All Sing: "A Happy Family"

A HAPPY FAMILY

In a house!
In a house!
Lived a happy family!

Father and Mother
Sister and Brother
As happy as could be!

Father works
Mother works
The children do their share.

Father and mother work.
Sister and brother work.
But Little Baby plays all day!

They'd share the work
They'd share the work
Until the work was done.

They'd never stop
They'd never stop
They thought that work was fun!

In a house
In a house
Lived a Happy Family

Father and mother play.
Sister and brother play.
Baby <u>still</u> plays all day!

They'd shared the work.
They'd shared the work.
And then they had
A Happy Day.

Let's always share
The work and play,
And always have -
A Happy Day!

<u>Freddie</u>: "But wait there's another song we know. Let's sing it before we go."

<u>Baby Nell</u>: (walks in time to following lines as she says) "Fine! Fine! That'll be just fine! I'm sure we'll remember every line!" (she then goes front to lead song)

<u>Freddie</u>: "We will sing OUR DADDIES."

<u>All Sing</u>:

DADDIES

Doctor daddies keep folks well.
Daddies paint and daddies sell.
Daddies sit at desks and write,
The books we read in bed each night.

Daddies buy the clothes we wear.
Barber daddies cut our hair.
Some daddies help us keep well-fed,
They make buns and cakes and bread.

Some build planes;
Some make them fly.
Some catch fish for us to fry.
Dads make clocks,
Dads make chairs,
And farmer dads grow corn and pears.

Dads are sailors dressed in blue.
And dads are policemen, too.
Some daddies mend our broken toys,
And some teach little girls and boys.

Dads dig coal and dads drive cars.
Dads put food in cans and jars.
Dads make steel
And daddies sing
Dads do almost everything.

But when they've worked the whole
day through,
What do they like best to do?
By taxi, train, by car and bus,
Daddies rush home - to us!

Curtain

SONGS USED IN THE HOME UNIT

"Growing"
by Niles and Jacobs

The day my hands reached up and caught the ball,
The day I put on skates and did not fall,
The day I read a page of print alone -
Oh, those were the days I knew how much I'd grown.

"Everybody Says"

Everybody says I look just like my mother,
Everybody says I'm the image of Aunt Bee.
Everybody says my nose is like my fathers
But I want to look like me,
But I want to look like me!

CO
-I

"A Song About Me"

I have two eyes to see with, I have two feet to run,
I have two hands to wave with, and nose I have but one.

I have two ears to hear with, a tongue to say good-day,
And two red cheeks for you to pinch,
And now I'll run away.

The Home Song

In, out, round about,
In my home
With my family
Laugh, cry, stretch, sigh,
Sleep and eat,
How happy I can be!

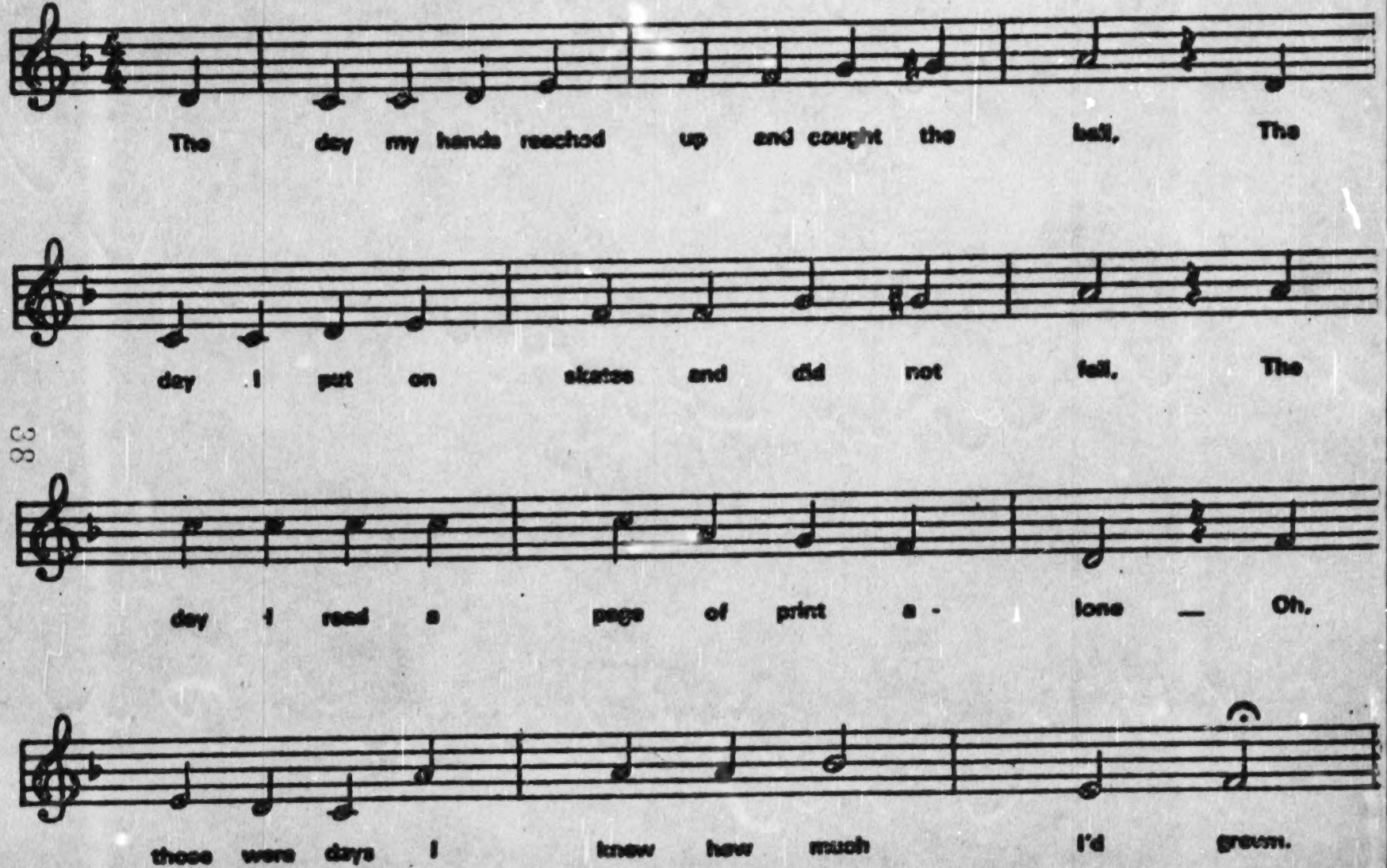
When its cold or breezy,
Or if I'm sick or sneezy,
I can play alone -
Happily in my home - Oh...

In, out, round about,
In my home
With my family
Laugh, cry, stretch, sigh,
Sleep and eat,
How happy I can be!

Growing

Words by Leland B. Jacobs

Music by Virginia H. Nile



CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Grocer GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
The student will acquire a vocabulary that will help him to talk about the grocer and his job.	Discuss vocabulary words and meanings. The teacher may print words on the blackboard so students can relate the spoken word to the printed word. 1. Grocer - dealer in foodstuffs and other things. 2. Store - the place where the foodstuffs are kept for sale 3. Money - something accepted as a means of payment. 4. Worker - one who works at manual or industrial labor or with a particular material. 5. Job - a type of work. Invite the school dietician to talk to students concerning topics similar to the following: "How the family may help in planning meals." "Why someone in the family must work to pay for food."	Resource Person: Mrs. Elizabeth Tye, Dietician

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CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Grocer

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	"How well-planned meals keep us well." "Who plans the meals we eat at school?" "Why growing boys and girls need a well-balanced diet." "Talk about good manners at the table."	
To help pupils understand that the grocer is a worker in the community, the following questions may be asked: 1. What is the job of the grocer? 2. What training does he need? 3. Does he work by himself? 4. How does he help us? 5. If you wanted to be a grocer, would you need to be able to get along with people?	The teacher and the students may orally answer and discuss the questions together. Have a grocer come to the class to talk. Some sample answers: 1. The grocer directs the operation of the grocery store. 2. He does not need any special training. 3. If he has a small store, he may work by himself. 4. He helps us by selling us the things we need. 5. Yes, I would need to get along with the people who want to buy things from me.	Mr. Avery, manager of Kroger Mr. Smith, manager of Smitty's Mr. Dennis, manager of Dennis Community Foods Books: The First Book of Supermarkets by Jeanne Bendick Ted and Nina Go to the Grocery Store by Marguerite DeAngeli Lets Go To A Supermarket by J. M. Goodspeed Thank You, You're Welcome by Louis Slobadkin

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Grocer

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To help students, recognize the relationship of the grocer to other workers such as producers and consumers.	Read stories to the children about the grocery store and the different jobs involved. Show the filmstrip and discuss. Using card M-47 (kit A), show children the picture of the cashier or checker. Ask the following questions: 1. Where does she work? 2. What ways does she help? Let the children tell of their experiences going to the grocery store and their contact with grocer or cashier. Develop an experience chart about the grocery store and its workers. Make up riddles about the people who work at the store.	BFA filmstrip/cassette: "The Supermarket" Who Helps Us Series Kit A - Language, Building Pre-Reading Skills - Ginn and Company Book: I Want to be a Storekeeper, by Carla Green

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Grocer GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Example: "We visited a grocery store. We saw Judy's mother. She works there every day. When we buy foods, she takes our money. She gets money paid to her for this. What is her job?" Make a bulletin board showing some of the things we buy in the grocery store. Read the book, I Want To be A Storekeeper to the students and let them discuss the ideas they have about grocers.	
To help students recognize the relationship of the grocer to other workers and to learn more about various tasks within a grocery store.	Have a play store in the room. Have the children bring empty containers (boxes or plastic) for the store. Prepare tin cans by opening from bottom with an electric can opener and filing rough edges.	Empty boxes and other containers, teacher-prepared tin cans. Large cardboard box, toy cash register, sacks, commercial play money.

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Grocer

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
Also to develop good auditory habits by playing the store games.	Use bookshelves and let some of the children be stockers, sorting and placing similar items together. Role-play shoppers, checkers, sackers. Play a memory game by letting one child be the grocer and then call off several items to see if the children could go to the play store and ask for the items called. A variation would be to have a mother send her child to the store.	
To develop the concept of reading labels and its relationship to everyday life.	Before making trip, listen to record and see filmstrip to prepare for trip downtown. As a climax to the study of the grocer, plan a study trip to the store.	"Sounds Around Town" Sight and Sound Discovery Trips by Eye Gate Grocery Stores: Krogers Smitty's Save-U Dennis Community Foods

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Grocer

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Plan a shopping list before going and give each child money for his item. (These items could be things to be used in making no-bake cookies for milk break). After the trip, make cookies and invite another group to share the events of the day with.	

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Dairy Farmer GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To help the pupils become acquainted with the work of the dairy farmer and to make these words meaningful to them: Milking machines Milk cooler Silo Herd Butterfat Breeds Ration Herd Sire Calving Teats Tankage	Introduce the unit by showing the filmstrip "A Trip to the Farm". Talk about the different kinds of farms - perhaps touching lightly on the modern-day specialization of these farms. Then show "Life on a Dairy Farm." Introduce the vocabulary words on a chart tablet and ask if there are any words the students think they don't know. Add other terms as you progress.	Filmstrips/Cassettes: "A Trip to the Farm" Think, Listen, and Say Series - Eye Gate "Life on a Dairy Farm" National Dairy Council 3415 S. Taylor Little Rock, Arkansas
To find ways to help students to become involved in discovering that people who	Prepare a corner table near a bulletin board to display books, pamphlets, and posters for children to look at during leisure	Filmstrips/Cassettes: "The Dairy" Who Helps Us Series - BFA

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CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Dairy Farmer GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
produce goods are needed in our economic government.	time. Show the filmstrips "Milk" and "The Story of Milk" to help children learn more facts about the job of dairy farmer.	"Milk" Where Does It Come From? Series-Eye Gate "The Story of Milk" How We Get Our Foods Series - Singer
To discover the specific job tasks required of a dairy farmer.	Using resource materials help children discover the components that make up a dairy farmer's occupation such as: 1. Select breed of cows 2. Feed and milk cows regularly 3. Practice using sanitary cleaning 4. Grow and Harvest hay crops 5. Sell Grade "A" milk 6. Keep records; income and expenditures 7. Attend farm meetings to keep informed 8. Keep close watch for disease among cows	Books: I Want to be a Dairy Farmer by Carla Green Dee And Curtis on a Dairy Farm Follet Publishing Co. When The Cows Got Out by Dorothy Koch My Friend the Cow by Lois Lenski What Is A Cow? by Gene Darby Lets Find Out About Milk by David Whitney Brown Cow Farm by Ipcar At the Dairy by Evelyn Hastings How We Get Out Dairy Foods by Marjorie Banks The Farmer and His Cows by Louise Floethe Dairyman Don by Cynthia Chapman Come to Work With Us In A Dairy by Wilkinson

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Dairy Farmer GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	9. Care for the new-born calves 10. Prepare shelter and feed for cows during winter months 11. Keep certain kinds of weeds from pastures. Some weeds make milk. Put these and any other pertinent job tasks on a chart.	Free pamphlets and posters available from: Dairy Council, Inc. 3415 S. Taylor Little Rock, Arkansas "Let's Take Milk Apart" "Dairy Farm Panorama" "Urban Panorama" "My Friend The Cow"
To work together in a cooperative project and to discover that the quality of a finished product is dependent upon each pupil doing his best.	Using the free materials from the National Dairy Council and the Dairy Farm Model on loan from the Little Rock office, have the children roleplay in sequence the various aspects of the occupation of dairy farmer. Make a bulletin board by having each student make an object, such as a home, a dairy barn, milk cows, fences, trees, sky, etc.	Model Dairy Farm on loan from: Mrs. Frances Burcham, Coordinator Dairy Council, Inc. 3415 S. Taylor Little Rock, Arkansas Bulletin board materials

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Dairy Farmer GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To learn the various activities that must be carried out on a dairy farm and to help develop godd school-community relations.	Make arrangements for a study trip to the college dairy. Ask Dr. Atteberry to show and explain all phases of dairy farming - cows, dairy barn and equipment, and farm machinery. Take a tape recorder and make tapes. Also make color prints or slides to accompany tape. Have a committee send a thank-you card to Dr. Atteberry when they return. Each student may wish to make a booklet on the dairy. He can originate a cover and write a story about the study trip. Display booklets	Dr. Charles Atteberry Southern State College Dairy Farm Southern State College Magnolia, Arkansas Tape recorder and cassette Camera Art materials to make booklets
To experience through group activities getting along with others	1. Ask pupils to bring sugar, chocolate, bananas, shakers and different extracts to make milk -	Extracts, fruits, milk shakers or pint jars with lids, milk, drinking glasses or paper cups.

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Dairy Farmer GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
and to relate knowledge gained about dairy and milk to healthful diet.	shakes. Buy extra cartons of milk for the afternoon snack. Groups work together, boys and girls, each group making a different flavor. 2. Invite another class to be guests and share milk shakes while pupils tell about their study trip to the dairy. 3. Using the free materials from the American Dairy Council, talk about the important role of milk in our diet. Perhaps Mrs. Eugenia Clark from the Agricultural Extension Service could be a guest speaker. 4. Make a collage for the bulletin board of Dairy and milk products. 5. Have the pupils list and discuss various milk products. Using whipping cream and a covered jar, shake milk into butter. Spread on crackers for a snack.	Free posters and booklets from: Dairy Council, Inc. 3415 S. Taylor Little Rock, Arkansas "We All Like Milk" "More Milk Please" "Where We Get Our Milk" Mrs. Eugenia Clark from Columbia County Agricultural Extension Office Whipping Cream, pint or quart jars with lids, crackers.

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Workers Who Help Us Around Town GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To help children develop the ability to discuss and interpret information concerning workers who help us. Specific workers around town to be studied include: 1. Fireman 2. Policeman 3. Doctor 4. Dentist 5. Shoe Repairman	This unit may be introduced by playing the record and showing the filmstrip entitled "Sounds Around Town." The children may be taught the songs and read the poems in the reference list. Open a discussion by encouraging the children to tell about workers who help us in a special way. Some questions to be asked: 1. Who helps us when we need clean clothes? 2. Who helps us when we are sick? 3. Who comes if your house is on fire? 4. Who cleans our teeth and keeps our teeth healthy? 5. Who helps us to look well-groomed?	Filmstrip/Record: "Sounds Around Town" Sight and Sound Discovery Trips Eye Gate House, Inc. Teacher's Manual for Sight and Sound Discovery Trips Eye Gate House, Inc. Songs: "Barber Song" The Kindergarten Book Ginn and Company "Laundry Man" Music for Young Americans "The Little Shoemaker" Music Round the Town Poems: "Like Me" by Dorothy Aldis from Away We Go

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CURRICULUM CORRELATED CAREER AWARENESS UNIT: Workers Who Help Us Around The Town

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	6. Who helps us find our way home when we are lost?	"The Barber's" by Walter delaMare "Mr. Minnitt" by Rose Fyleman from Gaily We Parade "The Cobbler" by Eleanor Chaffee "Barber's Clippers" by Dorothy Baruch from Very Young Verses
To further acquaint children with the duties of workers around the town and the Do's and Don'ts of safety - both fire safety and traffic safety.	Using the record from "Sounds of the City", develop the concept that the policeman and the fireman are other special helpers in our town. Another listening exercise could be built around the DLM tape of familiar sounds. Ask the music teacher to help in teaching the songs. Show the filmstrip and play the record from "Sounds of the City" pointing out the policeman and the fireman in particular.	Filmstrip/Record: "Sounds of the City" Sight and Sound Discovery Trips Eye Gate House, Inc. Tape and Flashcards: Auditory Familiar Sounds Developmental Learning Material 7440 N. Natchez Avenue Niles, Illinois 60648 Songs: "The Town Song" "The City Song" Sight and Sound Discovery Trips Teacher's Manual - Eye Gate House, Inc.

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Workers Who Help Us Around the Town GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Use the books and the filmstrip "The Fire Department" to make the fireman and his job known to the children. Using the picture of the fireman (Card M-44) discover what they have learned about the fireman answering the following questions during the discussion:	"The Fireman" The Kindergarten Book Ginn and Compan Filmstrip/Cassette: "The Fire Department" Who Helps Us Series BFA Instructional Materials Books: I Want to Be A Fireman by Carla Greene Let's Go To A Firehouse by Naomi Buchheimer What Do They Do? Policemen and Firemen by Carla Greene Firemen by Hefflefinger and Hoffman
To encourage inductive reasoning and to develop language skills.	1. What workers do you see in the picture? 2. Where are they probably going? 3. What do you think they will do? 4. Do you think they've been called to a big or small fire? Why?	Kit A - Language Building Pre-Reading Skills Ginn and Company

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Workers Who Help Us Around The Town

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	5. What are the firemen wearing? 6. Why do they need raincoats, helments, and rubber boots? 7. How does the fire truck help? 8. What does it carry besides the firemen? 9. How can you tell a fire truck is coming even though you can't see it? 10. What should you do when you see or hear one? 11. In what ways can a fireman work for you? Have the children close their eyes and think how they would feel if they saw the fire truck going to a fire. If possible, invite the firemen to school bringing their fire truck so all the children may see it. Point out the uniforms and various tools needed by the firemen.	Resource persons: Fire chief Firemen Volunteer firemen

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Workers Who Help Us Around The Town

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To discover that any one, no matter how small, can still prevent fires by observing fire safety and fire prevention rules.	Talk about the volunteer firemen in our community - perhaps one of the parents serves as a volunteer. This is an excellent opportunity to talk to the children about their own responsibility (no playing with matches, etc.) A large picture for a mural of Workers Around Town may be drawn by the children of the firemen and their fire trucks.	Art paper, crayons
To develop a sense of personal worth and learn to use descriptive words thus reinforcing positive attitudes toward workers who help us around town.	Remind the children about another helper we saw in the filmstrip - "The Policeman" Teach them the songs about the policeman and read the poems aloud. Read stories and books aloud and discuss the duties of the policeman.	Songs: "I'm A Traffic Cop" "The Policeman" The Kindergarten Book Ginn and Company Poems: "I'm A Police Cop Man, I Am" by Margaret Morrison Very Young Verses

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Workers Who Help Us Around The Town

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Show the picture (card M-46) of the policemen and ask the children to tell a story about what is happening. Encourage children to relate personal experiences of how a policeman has helped them. Have children prepare a picture of the policeman showing his uniform and tools for the mural.	"P's the Proud Policeman" by Phillis McGinley "My Policeman" by Rose Fyleman "The Policeman" by Majorie Watts Time for Poetry Books: Policemen by Dillon I Want to be a Policeman by Carla Greene About Policemen Around The World by Lenski Policeman Small by Lenski Peter's Policeman by Lattin Kit A - Language Development Building Pre-Reading Skills Ginn and Company
To help children realize that the doctor, nurse, and dentist are their friends.	Present picture card M-49 of the doctor. After the children have identified him ask: 1. What is the doctor doing? 2. Who is he helping? 3. How is he helping the boy?	Kit A - Language Building Pre-Reading Skills Ginn and Company I Want to be a Doctor by Carla Greene About Dr. John by Frances Thompson

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Workers Who Help Us Around The Town

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	4. Has the doctor ever listened to your heart? 5. What do we call the tool he is using? 6. What is the doctor wearing? Use the books and other materials to learn more about the doctor and a related doctor, the dentist. Add these workers and their tools to the mural.	A Visit to the Doctor by Knute Berger About Jack's Dental Check-up by Ruth Jubelier About Jill's Check-up by Ruth Jubelier
To demonstrate that all kinds of workers are necessary for the smooth operation of a community.	Using the other side of M-49 (the shoe repairman) talk about his job and how he helps us. Discuss the tools he uses. If possible, invite a shoe repairman to come as a resource speaker. Using the poem, song, and books, talk about how times have changed. Once we had to have our shoes hand-	Kit A - Language Building Pre-Reading Skills Ginn and Company Resource: Contact Mr. Langley at Buffaloe's Shoe Store

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Workers Who Help Us Around The Town

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	made. Now we can buy and choose from many, many shoes. Add the shoe repairman to the mural along with some of his tools. Using the mural, review some of the workers studied during this unit. Require the children to tell: 1. Identification of worker 2. Details and action shown and clothing worn. 3. Ways this worker helps other people. 4. The tools this worker uses. Use the resource materials for individual activities and review work by the group. The children can play games with the pictures from activity kit by pantomiming what the worker does. The child who guesses the	Books: Shoeshine Boy by Jerrold Beim The Shoemaker and The Elves Poem: "The Cobbler" by Eleanor Chaffee Very Young Verses Song: "The Little Shoemaker" Music Round The Town Instructo Flannel Board kit: "Community Helpers" Playskool Puzzles: "Community Helpers Series" F.A. Owens Activity Kit: "Community Helpers"

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Workers Who Help Us Around The Town

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	worker gets to act out the next one. The children may make up riddles and have the others guess which worker it is.	
To develop good interpersonal relations and show the value of working together to create a sense of personal worth.	The teacher and children can write an original script and act out a short play depicting several workers plus members of a family. They can use the resource "Puppet Playmates" as an aid in presenting the play. Another class or parents could be invited to view the play using the mural as a back drop. There is a play at the end of this unit which could be used in its intirety or as a pattern.	Puppet Playmates: "Community Helpers" No. 1103 "Family" Instructo Products Company Philadelphia, Pa. 19131 Play: "Everybody Helps" by Daphne Bradley Magnolia Public Schools

SONGS TO ACCOMPANY WORKERS WHO HELP US AROUND TOWN UNIT

Barber Song

Snip, snip, snip
Clip, clip, clip
Go the barber's shears
Smooth and cold,
They tickle me,
All around my ears.

The Policeman

Oh, see me stand so fine and tall,
A great big policeman.

I wear a star upon my chest,
For I'm a policeman.

City Song

There's so much to do in the city,
There's so much to see in the city,
The city's inviting, the city's exciting,
The sounds of the city are grand!

The Firemen

Oo-oo, Oo-oo, Oo-oo, Oo-oo
Cling, clang, cling, clang, cling, clang
Get out of our way,
Get out of our way!
That's what the firebells say.

The Town Song

All around the neighborhood, we will go,
Into many stores and places you know.
To the butcher, baker,
Druggist, and shoemaker,
We will see the merchants work -
And say, "Hello!"

I'm A Traffic Cop

I am a traffic cop,
I tell the cars to go,
I tell the cars to STOP!

CAREER AWARENESS PLAY

Everybody Helps

Time: Act I - The morning of February 24
Act II - Sue's Dream Birthday Party
Place: Act I and Act II in the recreation room of the Downs Family

Cast of Characters:
Mr. Robert Downs (father of a happy family)
Mrs. Mabel Downs (mother whose children are learning Career Awareness at school)
Sue Downs (a darling little girl who has a wonderful dream)
Tommy Downs (a smart little boy and can he spell!)
Mrs. Evelyn White (a good song leader)
Ruth White (if only she was rich)
Neighbor Children:
John Brown (can his mommy spend money)
Kelly Groves (money is no problem at his house)
Workers who come to Sue's Dream Birthday Party:

Doctor	Beauty Operator	Preacher	Farmer Brown	Farmer West
Nurse	Policeman	Song Writer	Truck Driver	Mrs. West
Dentist	Principal of School	Music Teacher	Dairy Workers	Grocer
Postman	Car Salesman	Teacher	Carpenters	Dressmaker
				Clerk in Bookstore

Introduction:
Pupil: Well, all of you look happy this morning and we'll try to keep you that way -
Because we are really glad to have a real audience today.
Our Career Awareness Play is about Sue's Dream Party where everybody helps.
Curtain Opens:
Mother: (On the telephone) Hello, yes, this is Mabel. No, I'm not too busy to talk. I'm just gathering up magazines for career awareness pictures for the children. No, I don't get the pictures for the children. Just keep magazines handy. Oh, Yes, even my first grader needs pictures, too. She talks and sings about the family. She says that everyone shares the work and play in a happy family.
(a knock is heard)

Oh, Alice, I hear someone knocking. Call again, soon. (goes to the door)
(enter Mrs. Evelyn White and Ruth)
Oh, come in Evelyn. Hello Little Ruth.
(Sue enters from back)
Sue: Hello Ruth. Goody, Goody! Now I can sing "My Happy Family" song to you when the others get here.
(Boys enter from left. All sit but each rises when he speaks)
Sue: Come on boys, and let's show Mommy what we have learned about careers at school!
Mother: Well, what have you learned?
Sue; Well, first there is the family.
Ruth: Yes, the daddy works to earn money, you see - to buy wants and needs for the family.
Kelly: The mother works, too. She would take the cake in spending the money the daddy makes.
John: Gee, my daddy says - that mommy takes her turn. She can spend more money - than he can earn.
Kelly: I bet my daddy's got $25 - guess we're rich.
Tommy: $25 isn't rich silly! To live on that - you'd have to be a witch - like Samantha.
All: Like Samantha!
Tommy: Yes, like Samantha.
Ruth: $25 would be rich for me. If I had $25 I'd say - wants or needs? Which will it be? Well, I guess I'd buy something I need - NEDD (spells out)
Tommy: Ruth, can't you spell? Please listen to me - you spell need - NEED.
Ruth: Yes, I can spell, smarty - I sure can spell - as good as you! Or most as well. Blah!
Tommy: Blah, yourself! (sticks his tongue out)
Sue: Now listen Tommy, listen Ruth, in a happy family that just won't do.
Mother: Sue, now will you sing that song that you learned at school?
Sue: Oh, Mother, we'll be glad to.
(Sue and Tommy sing "A Happy Family")
Sue: We've learned that it takes many people to make the things we need.
And many more to produce services, you see.
Ruth: Yes, services like a teacher or a preacher.
John: Like a dress maker or a beauty operator.
Kelly: Like a dentist, fine or a doctor, kind.
Tommy: Like the principal of a school - with a big job to do. Seeing after all us kids - and the teachers, too.
But come on kids, let's go to play - that will make me a happy day.

Mrs. White: Sue, in career awareness, you are doing fine. I just must be going, Mabel. Come over some time.
Mother: Bye, Evelyn, that's what we'll do - we'll come over and visit you.
Father: Well, Mabel, I see we are having visitors early. Now, if I get to the office on time - I'll sure have to hurry.
Mother: Just a minute, Bob, now don't forget you haven't brought Tommy those career pictures yet.
Father: Thanks, Mabel, for reminding me. That I will surely do. I'm glad that he is learning many career awareness lessons, true. He told me, today, that in the grocery business of mine without the Producers and consumers we'd be at the end of the line. And I guess we would. I am glad you see for him to learn how important every person's work can be.
Mother: Yes, Bob, Sue told me today that she will buy gloves - a need. Said the jumping-jack toy was just a want, anyway!
Father: And Mabel, won't that help you to see - that our need is not a fur coat for you, but a boat for me.
Mother: Now, Bob, I can't hear a word you say. Go to the office. Be on your way. Don't forget the candles for Sue's birthday cake.

(Sue enters)

Sue: Mommy, I wish we could invite everybody that helped us to come and see that birthday cake you made for me.
Mother: Many people helped, it's really true. But to get them all here would be hard to do. But the doctor says you must get some sleep to help get over the cold with the sniffles and sneeze.

(Curtain)

ACT II
AT SUE'S DREAM PARTY

Sue: Mommy, Mommy, they will be here today! Many that have helped us are on their way.
Doctor: Yes, I'm the doctor who came that day with medicine to chase those sniffles away.
Nurse: I'm the nurse who helped that day - so you would be well for this party gay.
Farmer: I'm the farmer who grew the wheat for this birthday cake you will have to eat.
Truck Driver: I'm the truck driver. I've come to say - I hauled that wheat a long, long way!
Dairy Worker: In our dairy, shining and white - we produced the milk and butter - to make that cake, just right.
Carpenters: We are carpenters who built the house, - so nice and warm for the dairy cows.

Farmer West: We are farmers.

Mrs. Farmer West: Don't you see - we grew the sugar cane - to make the sugar - to make the cake sweet.

Grocer: I'm the grocer down the way - who sold mother the things - to make your birthday cake.

Dentist: I'm the dentist who helps you keep clean and healthy gums and teeth.

Post Master: I'm the postmaster and your postman and I have worked for days to send those birthday cards your way.

Music Teacher: I'm your music teacher who will teach you to play. It's fun to teach a little girl so happy and gay.

Dress Maker: I'm the seamstress who made your birthday dress. I hope it will be your happiest birthday, yet.

Beauty Operator: I'm your beauty operator, little girl. Remember I rolled your hair to make it curl.

Clerk: I'm the clerk and it was a joy - to sell gifts for you - to each little girl and boy.

Policeman: I'm the nice policeman - who came one day - and helped a little girl named Sue - to find her way.

Principal: I'm the principal of school - who called mother that day - when you took those sniffles - that would not go away.

Salesman: I'm a salesman and cars I sell - like the one mother used to rush you to the doctor, when you were not well.

Sue: Oh! dear friends, I'm happy to see - how many have made things for me. I love you all, and please let me say I'm thankful, so thankful for you today.

Preacher: I'm your preacher and I'm glad to hear your thanks - you see - for God has created many things - for you and me. He made the night and He made the day - and without Him was not anything made that you can see!

Song Writer: I'm a happy song writer and I came along to say that I wrote the "Happy Birthday" song. I'm happy, so happy, please let me say - I hope my song will help you to have a Happy Birthday.

Teacher: I'm your teacher and listen, Sue - it has been such fun while teaching you. Now while I'm here, please let me say - I love you, Sue, and Happy Birthday!

(All sing Happy Birthday)

Sue: Oh! dear friends, you are all so nice - when I cut my cake - you'll get a big slice.

Teacher: But before we do another thing - a song about Sue's "Happy Family" - we just must sing.

Mrs. White: We shall sing "A Happy Family"

(All Sing)

A HAPPY FAMILY

In a house!
In a house!
lived a happy family!

Father and Mother
Sister and Brother
As happy as could be!

Father works
Mother works
The children do their share.

Father and mother work
Sister and brother work.
But Little Baby plays all day!

They'd share the work
They'd share the work
Until the work was done.

They'd never stop
They'd never stop
They thought that work was fun!

In a house
In a house
Lived a Happy Family.

Father and mother play
Sister and brother play
Baby Still plays all day!

They'd shared the work.
They'd shared the work.
And then they had
A Happy Day.

Let's always share
THe work and play,
And - always have
A Happy Day!

Father: Sue, before we go to cut your cake so fine - won't you sing another song.
Mother: Yes, sing the song about your Daddies' work just one more time.

(All sing "Our Daddies")

DADDIES

Doctor daddies keep folks well.
Daddies paint and daddies sell.
Daddies sit at desks and write
The books we read in bed each night.

Daddies buy the clothes we wear.
Barber daddies cut our hair.
Some daddies help us keep well-fed,
They make buns and cakes and bread.

Some build planes;
Some make them fly.
Some catch fish for us to fry.
Dads make clocks,
Dads make chairs,
And farmer dads grow corn and pears.

Dads are sailors dressed in blue.
And dads are policemen, too.
Some daddies mend our broken toys,
And some teach little girls and boys.

Dads dig coal and dads drive cars.
Dads put food in cans and jars.
Dads make steel
And daddies sing
Dads do almost everything.

But when they've worked the whole day thru,
What do they like best to do?
By taxi, train, by car and bus,
Daddy rushes home - to us!

(Sung to the tune of Skip To My Lou)

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Postal Workers

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To introduce the unit about the postal workers and to develop the following vocabulary: 1. Post Office 2. Mail 3. Carrier 4. Postman 5. Letters 6. Parcels 7. Mail Box 8. Mail Truck 9. Mail Bag 10. Cancelling Machine 11. Clerk 12. Postmaster 13. Custodian	Show the filmstrip and use as an introduction to the unit, pointing out the many different workers besides the postman. Write vocabulary words on a chart and talk about them with the children. Definitions: Post Office-a part of our government that is responsible for delivery of mail. Mail-letters, packages, magazines, etc. Carrier-person who delivers mail in the country. Postman-person who delivers mail in the city. Letters-thoughts or messages written on paper to another person. Parcels-packages sent to someone else. Mail Box-1. Large container for the deposit of mail.	Filmstrip/Cassette: "Ninety Billion Raindrops" U. S. Postal Service

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Postal Worker

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	2. Small box at the post office where a family may receive their mail. 3. Small box near the front door for a family to receive their mail. 4. Bread-shaped box on a post where a family in the country receives their mail. Mail Truck- used by the carrier to deliver mail. Mail Bag-a pouch used to carry mail. Cancelling Machine-marks letters so that stamps can't be used again. Clerk-worker inside Post Office who sells stamps, receives outgoing mail, and sorts in-coming mail. Postmaster-The person in charge of the business of the Post Office. Custodian-the person in charge of the building and the grounds. Read the books aloud and discuss the various aspects of postal workers.	Books: I Want To Be A Postman by Carla Greene About Friendly Helpers Around Town and About Helpers Who Work at Night by Melmont Here Comes the Postman by Dorothea Park How We Get Our Mail by Edith McCall The Mailman by Heath I Know A Postman by Putnam

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Postal Workers

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To understand what it means to work together.	Teacher could ask "What ways does the postman work for us? What ways can we work for him?" (Be sure no toys are left for him to trip over; be sure names and addresses are clearly written; never play with the mail box or in the mail truck) Learn songs about the postman.	Songs: "The Postman" Music for Young Americans American Book Company Book 3 p. 23 "The Postman" The Kindergarten Book Ginn and Company p. 63
The study of the postman illustrates how a worker needs to use the communication skills - reading, writing, speaking, listening - every day in addition to the social skill which involves getting along with people.	Show the filmstrip and discuss. Work out details of making a post office for the classroom delegating various duties. Use a large box with sections or partitions made of cardboard (boxes which jelly or other glass containers has been shipped in might be used) so that each child has a mail box with his name on it. Have children "mail" their valentines	Filmstrip/Cassette: "The Post Office" Who Helps Us Series BFA Education Media

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Postal Workers GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	in the post office. Also have each child choose another child and write him a letter taking care that each child in the room has someone else writing a letter to him. With dramatic play, have letters delived from the post office. Each row can be a street with a postman for each row. Use play money and role-play purchase and selling of stamps.. Make up riddles with the children such as: I come to your house everyday except Sunday and holidays. I wear a uniform. I often bring you surprises in packages. The following poem may be used for choral readings:	Stamps from old letters Play money

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Postal Workers

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	"Some dads are postmen They deliver mail In snow or rain, in sleet or hail. Letters and parcels from far away They carry from house to house each day." Make get-well cards for someone who is ill.	
To learn first-hand about the postal workers and their individual job duties. Also to develop good school-community relations.	Plan a study trip to the local Post Office. Make arrangements beforehand to have self-addressed post cards for each child. The postal workers will demonstrate what happens to a letter from the mail slot where it is mailed until it is delivered to each child's family mail box. Upon returning from the study trip, have the children write thank-you notes to the postal workers and parents who provided transportation. Share the highlights and facts learned with other classes.	Resource person: Postmaster Other postal workers Post cards, thank-you notes, postage

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Egg Farmer GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To help the pupil become acquainted with the egg farmer and related workers discuss these terms: Hatching Life cycle Chicken Chicks Rooster Hen Egg Embryo Carton Candling Feeder Litter Thermostat Farm	Show the filmstrip "Sounds on the Farm" and read the Country Noisy Book. Then discuss the many sounds found on the farm emphasizing those sounds made by poultry. Make hand puppets of farm animals, poultry, children, the farmer, and the wife to illustrate Children On A Farm. If time permits, have an "Old-timey Farm Day" at school encouraging children to dress as old-timey farm people wearing bonnets, long dresses, and overalls. Show the filmstrip and discuss "How We Get Poultry and Eggs." Read "What Is A Chicken?" and/or "From Egg to Chick." Draw pictures of the life cycle and write a writing lesson about eggs and why we need them.	Record/Filmstrip: "Sounds on The Farm" Sight and Sound Discovery Trips Eye Gate House, Inc. Cassette/Filmstrip: "How We Get Poultry and Eggs" The Foods We Eat Series SVE (Singer) Books: Country Noisy Book by Margaret Wise Brown Children On a Farm Britannica True-to-Life What Is A Chicken? by Gene Darby From Egg to Chick by Louise Fario Story: "Peeper" DUSO Kit American Guidance Services, Inc.

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Egg Farmer

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	If possible, have live chicks brought to the school for a day. Care for the chicks and write stories about them. Have the story about "Peeper" and discuss the values it teaches. Make a large yellow baby chick and egg. Paste torn yellow paper on the form of the chick to make him fluffy. Act out a skit of a baby chick hatching out of the egg.	
To develop the concept of all working together, sharing both the unpleasant and the pleasont experiences.	Read the story about "The Little Red Hen". If time permits, learn the music from the operetta in The Kindergarten Book and present the play for another room or parents. Make chicken hats with paper bags and construction paper.	Books: "The Little Red Hen" The Kindergarten Book Ginn and Company

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Egg Farmer GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop the concept that chickens are part of a larger group - the bird family and to teach generalization. Some birds to learn more about: Duck Parakeet Turkey Quail Guinea Peacock	After reading Whose Little Bird Am I? have the children pantomime different kinds of birds and take turns guessing their identity. Read the other books aloud discussing the characteristics which birds have in common and the individual characteristics which make them different. Invite parents or some other persons in the community to bring different kinds of birds to school for the children to see first-hand.	Books: Whose Little Bird Am I? by Leonard Weisgard Quack! Quack! by Hader I Wish I Had Duck Feet by Theo LeSieg The Story About Ping by Flack and Wiess Make Way For Ducklings by McClosky Petunia by Duvoisin Cock-A-Doodle Doo by Hader Red Bantam by Fario City Birds by Hawkinson Resource person: Mrs. Ayers
To learn about Easter customs evolving around the egg and to develop the skills of working together on a group project.	Make an egg tree using a sprayed tree branch and blown eggs painted by the children with tempera. Or use plastic eggs. Hang colored Easter Basket grass icicle-style on the branches for a pretty effect. Read the books and talk about eggs in relationship to Easter customs. Show the filmstrip	Books: The Egg Tree by Milhous The Big, Big Egg by Margaret Bunip Easter Treat by Duvoisin Filmstrip: "Rackety Rabbit and the Runaway Easter Eggs"

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Egg Farmer GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To relate the study of eggs and egg products to mathematical concepts of a dozen and to discover the usefulness of empty egg cartons.	Use the books to introduce counting and number exercises evolving around the concept of one dozen and one-half dozen. Use empty egg cartons and plastic eggs to sort and count by helping to develop one-to-one relationships. Make tulips from the egg cartons when finished.	Chicken Little, Count to Ten Chicken Ten Thousand by Jackson Different colored plastic eggs Different colored styrofoam egg cartons, buttons, pipe cleaners
To learn first-hand, by observation, of the egg farmer and his many duties. Also to develop good school-community public relations.	Plan a study trip to one or more of the three places. Report orally to another room using pictures drawn by class members to illustrate what they saw at the egg farm. Write thank-you notes to any visitors and to the persons responsible for the places visited. Use the flannel board kit to dress the man or boy as a farmer. Then	Study trips: Ark La Feed and Fertilizer Co. J. N. Williams City Poultry, Inc. (Dodson Egg Farm) Cameron Dodson Oakridge Farm Charles P. Cross

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Egg Farmer

GRADE 1

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	summarize all that the children have learned in way of review about eggs and egg farmers.	Resource Person: Mr. Paul Barlow, County Agent Flannel Board Kit: "When I Grow Up" Instructo Books: Livestock and Poultry Production 3rd edition by Bundy and Diggins Prentice Hall, Inc. Englewood Cliffs, New Jersey

CAREER AWARENESS UNITS

Magnolia Public Schools

Grade 2

CAREER AWARENESS UNITS WITH TEXTBOOK REFERENCES, RESOURCE SPEAKERS, AND STUDY TRIPS

Grade 2

Unit	Textbook References	Resource Speakers	Study Trip
Developing Attitudes	We Are Neighbors - Level I p. 110 "The New Football" p. 240 "The Monkeys and the Fruit Trees" Around the Corner p. 11 "Do You Like Red?"		
Policeman (Safety)	Cherry Street, Level I p. 19 "Betty and Cathy" p. 23 "The Big Button"	Policeman	Police Car on Campus
Carpenter-Painter	We Are Neighbors, Level II p. 8 "Good Neighbors" p. 14 "Just Like New" p. 224 "Mike Mulligan and the Steam Shovel" p. 84 "Surprise on Wheels"	Carpenter Painter	Construction Site
Baker	We Are Neighbors, Level II p. 183 "The Baker's Truck"	Pastry Cook Food Service Manager	Bakery SSC Kitchen
Medical Careers	We Are Neighbors, Level II p. 44 "Happy, the Monkey"	Registered Nurse Doctor Dietician Pathologist Lab Technician Pharmacist Ambulance Driver	Hospital

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop an awareness of the following vocabulary terms: Appearance Appreciation Attitude Cooperation Courtesy Manners Personality Respect Responsibilities	The teacher will discuss with the children the meaning of the vocabulary. The reference in the resource column may be read to help students understand meaning. Appearance-the way one looks Appreciation-to recognize the Values of Attitude-a way of thinking, acting or feeling Cooperation-to act or work with other people Courtesy-polite behavior; kindness Manners-a way of acting or behaving Personality-the quality or state of being a person Respect-to show consideration for Responsibility-thing one is expected to do	Books: The Flying Squirrels and Other Stories by Leo C. Fay and Eta Clifford Manners by Virginia Parkinson The Manners Zoo by Susan Bond The Wizard of Walnut Street by Carol K. Scison

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes

GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To become aware of the importance of personality and attitudes.	Teachers will want to study permanent record folders of students. It might help teachers know students better if they gave an inventory or have an individual conference with each student and let him talk about his jobs at home and why they are important and his friends and what one must do to be a good friend.	Students' permanent record folders Book: We're Very Good Friends, My Brothers and I, by P. K. Hallinan
To understand the importance of cooperation and working with other people.	Show filmstrips: Discuss how each person has responsibilities at home and how other people suffer if one does not fulfill his responsibilities. Discuss rewards of doing a good job and being dependable. Discus	Filmstrips: Patterns of Behavior by Eye Gate "All of Us Together" "Andy Walks the Dog" Getting Along in School "Doing Things for Yourself" by Coronet "Taking Care of Things"

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes

GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Discuss what is meant by cooperation.	The Importance of You by BFA "Who Is In Your Family" Books: The Sorely Trying Day by Russell Hoban Mommies Are For Loving by Ruth Bonn Penn Too many Parents by Leonore Klain There's Nothing to Do So Let Me Be You by Jean Horton - Berg Someone I Know by Carol Adorian A Birthday for Frances by Russell Hoban Davy's Day by Lois Lenski Frederick by Leo Lionni Day and Night by Roger Antoine Duvoisin Two Is A Team, by Jerrold and Lorraine Beim Stevie by John Steptoe Mr. Fall and Mr. Small by Barbara Brenner

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To teach students that it is important to be courteous to other people and ways to show courtesy to others.	Show filmstrips and discuss what courtesy means and how they can show courtesy to others. Discuss courtesy at school. Discuss courtesy at play. Discuss courtesy at home. Read and discuss the books listed in the resource column.	Filmstrips: Courtesy Series by Coronet "Courtesy At School" "Courtesy At Play" "Courtesy At Home" Books: The Little Brute Family by Russell Hoban The Four Riders by Charlotte Krum May I Bring a Friend? by Beatrice Schenk DeRegniers
To help students learn to appreciate other people and be considerate of others feelings.	Show filmstrip and discuss what one must do to be a good friend. Talk to students about being aware of others feelings.	Filmstrip: "Best Friends" It's Up to You Series, Eye Gate "Who Are Your Friends," BFA Educational Media

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes

GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
28	The books listed in the resource column will be helpful references for talking about feelings.	Books: A Friend Is Someone Who Likes You by Joan Walsh Anglund Our Veronica Goes to Petunia's Farm by Roger Duvoisin Henry and Benjamin by Elizabeth Rice Best Friends for Frances by Russell Hoban The Hating Book by Charlotte Zolotow
To help students understand what personality is and specific personal characteristics.	Discuss what is meant by personality. Discuss different personality characteristics.	Filmstrip: "Greedy Grace" Patterns of Behavior, Eye Gate

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Make bulletin board display on personality characteristics. Show filmstrip "Greedy Grace" Discuss greed. Discuss shyness. Discuss some reasons why one should be cheerful.	Books: Acorn Tree by Valenti Angelo Mother, Mother, I Feel Sick, Send For the Doctor Quick, Quick, Quick by Remy Charli Kermit, the Hermit by Bill Peet Filmstrip: "Sarah Is Shy" Patterns of Behavior, Eye Gate Book: Crow Boy by Taro Yashima Bright, Bright Morning by Adelaide Holl

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Policeman

GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop an understanding of vocabulary words that are probably already familiar to the student.	Introduce and discuss vocabulary words such as: (Use reference listed in next column) Policeman-a member of the police who keep law and order Police Station-headquarters for policemen Patrol Car-a car used to patrol streets and highways for safety purposes Gun-a firearm used for protection	Books: (Low Level) About Policemen Around the World by Leo Landin Policeman Small by Jane Barr Peter's Policeman by Anne Lattin Let's Go to a Police Station by Sootin
To have a better understanding of some qualifications required to be a policeman.	Use references listed to help talk about and discuss with the students such information as:	Books: (Low Level) Policemen, by Ina Dillon Melmont

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Policeman GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop an understanding of vocabulary words that are probably already familiar to the student.	Introduce and discuss vocabulary words such as: (Use reference listed in next column) Policeman-a member of the police who keep law and order Police Station-headquarters for policemen Patrol Car-a car used to patrol streets and highways for safety purposes Gun-a firearm used for protection	Books: (Low Level) About Policemen Around the World by Les Landin Policeman Small by Jane Barr Peter's Policeman by Anne Lattin Let's Go to a Police Station by Sootin
To have a better understanding of some qualifications required to be a policeman.	Use references listed to help talk about and discuss with the students such information as:	Books: (Low Level) Policemen, by Ina Dillon Melmont

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Policeman

GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	A policeman must be a United States citizen. A policeman must be at least 21 years of age. A policeman must be at least 5 ft. 7 in. tall with weight in porportion. A policeman must be honest, use good judgement, and have a sense of responsibility.	State Trooper, by Arthur Gates and Henry Lent Macmillan I Want to be a Policeman and What Do They Do? Policemen and Firemen by Carla Greene Childrens Press
To help students realize and understand that a policeman has a distinct responsibility to his community.	Students could take snapshots of policemen or bring in pictures from magazines. Display pictures on a bulletin board. Show the film: "The Policeman"	Cameras Magazines Photographs of relatives or friends, who are policemen Film:"The Policeman", State Dept. of Educatio

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Policeman

GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Invite a policeman (in full dress uniform) to visit the classroom and tell of his responsibilities to protect the children and other people. Some questions the students may want to ask the policeman are: 1. What is your job? 2. Do you work by yourself? 3. How do you help us? 4. What would happen if we didn't have policemen? 5. Do you need to like people in order to be a policeman?	A policeman as a resource person (preferably a parent or relative of one of the students) Booklet: (free) "What Will I Be From A to Z" by Donald Gelb National Dairy Council Chicago, Ill. Book: True Book of Policemen & Firemen by Miner About Friendly Helpers - Hefflefinger & Hoffman
To develop self-esteem and a sense of personal worth within the student.	Have students print and draw experience charts showing the answers to their questions similar to the ones above.	Art materials for experience charts Students own creativity Song: "Let's Be Policemen" from Young People's Records

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Policeman

GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Make up riddles or write short poems such as: I am a helper. I help take care of you. I help you cross the street. I wear a badge. Who am I? Sing the song: "Let's Be Policemen" Show filmstrips from the Safety and School Series and "The Police Station" Have students make police badges from cardboard and aluminum foil. Show filmstrip: "Policeman Walt Learns His Job"	Filmstrip: Safety and School Series (6 strips & cassettes) - Eye Gate "The Police Station" - BFA Filmstrip: "Policeman Walt Learns His Job" Film Associates of California Cardboard and aluminum foil

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Policeman GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To make the study of the policeman more relevant to the students and their everyday activities	Make booklets about policemen including 1) pictures of policemen in uniform 2) means of transportation 3) police station 4) safety rules 5) poems about the policeman 6) a list of his duties Have students write stories about what they learned about the policeman. Let students play a game where a child is lost and three friends tried to give the description to a policeman. Make a policeman bulletin board. Discuss bicycle and walking safety rules.	Filmstrip: "Reading Signs and Signals" - Eye Gate Original stories by the students Book: Blue Bug's Safety Book, by Virginia Poulet

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Carpenter-Painter

GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To help students to understand a carpenter's work world; discuss these words with them: Tools Hammer Hand saw Ruler Square Nails Brace and bit Sand paper Roofing Level Frame	To develop vocabulary skills, each student could be assigned to bring in one of these tools and explain its use. If he cannot find one he can get a picture or draw a picture of the tool assigned him. Remember that carpentery-painter success is gauged on the use of proper tools and materials. Use books listed in resource column as references for activities.	Magazines Sears, Montgomery Ward, Pennys or other catalog for pictures Rulers, yard sticks, tape measure, sheets of paper for measuring Books: Have You Seen Houses, by Joanne Oppenheim Barbappapa's New House, by Annette Tison and Talus Taylor
To become familiar with construction materials and tools.	Have group discussions about how to help take care of property at home and school. How to prevent damages to furniture.	Reading table with books on all reading levels Book: I Want to be a Carpenter, by Carla Greene Childrens Press

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Carpenter-Painter GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
13		Come to Work with Us - Wilkinson Filmstrip: Homes Around the World", #476
To help students realize that leisure time activities (hobbies) effect career choices and that a satisfying career contributes to a good mental outlook on life. A hobby working with tools may become profitable to a student and his family.	Have group discussion about: Do you enjoy building things with your hands? Have you built something with your hands? Boys and girls may build things. Boys and girls may sew things with their hands.	Books: The Boys Book of Tools, Harper and Row Tim and the Tool Chest, by Jerrold Beim Morrow The True Book of Tools for Building by Jerome Leavitt (Third-Fourth Grade Library) Childrens Press Filmstrip: How We Build Houses" from the series, How We Build Things - Eye Gate

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Carpenter-Painter GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop an appreciation for the carpenter-painter and what he contributes to his community.	Invite a carpenter and a painter to visit the classroom to discuss their work and answer questions. Plan a study trip: The teacher will appoint a committee to visit a construction site and then make a report to the class. Dress manikin as carpenter, with tools, overalls, etc. Discuss the purpose of each tool and each article of clothing. For activity, have a naildriving contest. Using a small saw set and balsam wood let student build a small house.	Carpenter as a resource person Painter as a resource person Book: How a House is Built by Lawrence Beneson Criterion Books The Little Red House by Grace Skarr William R. Scott a 2x4 board, nails and hammer Song: "Building a House" - Music for Young Americans - Book 3, p.69 "The Carpenter" - Making Music Your Own Book 2, p.22

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Carpenter-Painter GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	In art, tell student to make murals of the steps involved in building. Take student to the building site of a new building. If close enough to the school, take students several times so they can see the steps involved. Display a bulletin board showing pictures of and telling about a carpenter and painter.	Film: "Woodworking" #1464 -- State Department Book: Let's Go Watch the Building Go Up (Third-Fourth grade library)

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Baker

GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop an understanding of the baker and the role he plays in our lives the children will understand the practical working meaning of the following vocabulary words: Baker Bakery Bread Dough Flour Loaves	Begin the discussion with the children giving their own definitions so that their language may be used in the final definitions: (references in next column may be used to aid discussions) Baker-one who bakes baked goods Bakery-a place for baking or selling baked goods Bread-a food made from flour or meal that has been moistened, kneaded and baked Dough-a mixture of flour and other ingredients stiff enough to knead or roll Flour-a finely ground meal of wheat Loaves-shaped or molded masses of bread	Books: Let's Go to a Bakery by Naomi Buchheimer Putnam What Will I Be from A to Z by Donald Gelb National Dairy Council Little Town by Bertha and Elmer Hader Macmillan Film: "Commercial Bakery" (EH) Filmstrip: Our Neighborhood Worker Series, "The Baker"

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Baker GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Some of these "fill in the blanks" may be used along with the vocabulary words: I bake _____ _____ for people. The baker will need _____ for bread. He will use the flour to make _____. We can buy _____ at the _____.	

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Baker

GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To widen the learning experiences of the children concerning the baker, questions similar to the ones listed in activity column can be discussed.	Teacher and students use references in next column to help answer and discuss questions similar to the following: 1. What does the baker do? 2. How did he receive his training? 3. How do bakery workers depend on each other? 4. Why did the baker go into the bakery business? 5. Why should a baker be in good health?	Filmstrips: Our Community Helpers, Series I, "The Baker" (LF) Community Helper Series, Series II, "The Baker" (SVE) How We Get Bread - Singer The Bakery - Eye Gate
To help the students better understand what goes on at a bakery.	The students take a study trip to a bakery or the Southern State College kitchen.	Bakery Southern State College kitchen

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Baker GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To establish the ideas that bread undergoes many processes before it reaches the table, discuss questions about the bakery similar to the ones listed in the activity column.	Teacher and students use the references in resource column to help answer the following questions about bakeries: 1. What raw materials did the baker use to bake bread and cookies? 2. Can you tell about the work that the baker's helpers do? 3. What are some of the tools the bakery needs to produce bread, cakes, and cookies? 4. Who owns our local bakery?	Books: At the Bakery by Lillion Colonius Melmont I Want to be a Baker by Carla Greene Childrens Press Baker Bill by Jene Barr Whitman Let's Find Out About Bread by Olive Burt Watts How Bread Is Made by John Jarolimets Macmillan The Bakery by Lillion Colonius Childrens Press Filmstrips: "The Big Bakery", Ed. Film Sales

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Baker GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To give the students opportunities for creative activity as an outgrowth of the study of baker and bakeries.	Make a mural about bread from the farm to the table. Interview pastry cook in the cafetorium. Have children make posters using pictures of different things made in the bakery. Discuss importance of cleanliness. Draw and paint pictures of the baker. Set up a bakery in the room. Have pupils make and decorate make-believe cookies. Model small loaves of bread. Use the bakery that was set up in the classroom. Sell the bread and cookies using play money.	Art materials Pastry cook as a resource person Pictures from magazines Large cardboard boxes Modeling clay Commercial play money Songs: "Muffin Man" in Music Round the Town, p. 7 Wolfe, Krone and Fullerton "The Baker", from Music for Young Americans, p. 28, American Book Co. "The Bakerman", from New Music Horizons, p. 35 - Silver Burdette

CURRICULUM CORRELATED CAREER AWARENESS UNIT: The Baker GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Sing songs: "Oh, Do You Know The Baker Man?" to the tune of "Oh, Do You Know the Muffin Man?" "The Baker" "The Bakerman" Let students make dough - some with yeast and some without - to see, smell and touch Make a mural of the baker, the bakery, bakery truck and machines. Play the game "I Saw Something at the Bakery." Have children make a booklet on the baker with stories and pictures of each part of the bakery, delivery truck, baker, and small bakery.	Flour, yeast, salt Bulletin board materials Book: Let's Bake Bread by Hannah Lyons Johnson

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Medical Careers GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To help students understand the role of a nurse and know the meaning of words related to nursing.	Begin by discussing with the children their own definitions of the vocabulary words and help children understand the meaning of the words: Nurse-a person who takes care of the sick Germ-one of the bacteria that can cause disease Instrument-tools used for delicate work Patient-one who is ill, in pain, receiving treatment under the doctor's care Temperature-the degree of hotness and coldness of anything, usually as measured on a thermometer. Thermometer-an instrument for measuring temperature Cleanliness-state of being clean Contagious-spread diseases by contact	Books: The First Book of Nurses, by Mary Elton Watts Doctors and Nurses, by Carla Green I Want To Be a Nurse, by Carla Green Why You Feel Hot, Why You Feel Cold, by James R. Berry Nurses, by Eleanor Kay Drugs and Man, by John Gabriel Navarra Filmstrip: "Doctor's Office Workers," - Singer

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Medical Careers GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To help students learn what a thermometer is, how to take a temperature and why a nurse must take a temperature.	In math, discuss a thermometer and show students how to read a thermometer. Discuss temperature and why the temperature of the body is important.	Thermometers
To help students understand the job of the nurse and the personal characteristics needed.	Discuss with students the following questions and use books as references. 1. What does a nurse do? 2. Where do nurses work? 3. What do nurses wear when they are at work? 4. What are the characteristics of a person who works with sick people?	Books: About Miss Sue, the Nurse, Melmont I Want To Be a Nurse, by Becky and Evans Krehbiel My Mother Is a Public Health Nurse by McClintock

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Medical Careers

GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Sanitation-to promote clean and healthy conditions Vitamins-substances, found in foods and essential to good health Diet-special limited foods or drinks chosen or prescribed for health	
To give students an opportunity to find out what a dietitian does.	Have a dietitian talk to the class about the work of a dietitian and tell how important it is to eat the proper foods.	Resource person: Nelda Pinner
To emphasize the importance of good eating habits.	Help students plan a meal. Ask students to keep a record of all foods they eat during a week.	Charts

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Medical Careers GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To give students a chance to work with their hands.	As an art project, have students make nurse's hats from patterns.	Paper, scissors, glue
To emphasize to students the importance of good health habits.	Have each student make a notebook of good health habits adding one each day and illustrating.	Construction paper, crayons, paper
To help students better understand the work of a nurse.	Ask a nurse to speak to the class about the work of a nurse.	Resource person: Edna Merritt - nurse
To enrich the students vocabulary with words used by a dietitian.	Discuss the following vocabulary words: Equipment-furnishing for an outfit Menu-a detailed list of foods served at one meal. Dietitian-a person trained to plan meals with a proper proportion of various kinds of foods	Filmstrip: "The Foods We Eat", - Singer

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Medical Careers GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To emphasize the importance of cleanliness in food preparation.	Take students to the school cafeteria and show how clean it is and discuss with students why this is so important.	School cafeteria
To give student hands-on experience in cooking.	Tell children to bring favorite recipes and experiment with one of the simple ones. Let student pop popcorn to hear, taste, see, smell, and feel. Students may want to play restaurant in conjunction with the cooking activities.	Ingredients for recipe and utensils Popcorn Popcorn popper Table setting materials
To give students an opportunity to express themselves with their hands.	Have students make models of fruit and vegetables from clay or papier mache.	Clay or papier mache

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Medical Careers GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To make students aware of the taste of foods.	Prepare a taste box using common foods, such as an apple, a banana, an onion, salt, sugar, etc. Taste with closed eyes and guess what food it is.	Foods of different kinds
To give student some vocabulary words necessary for understanding the role of a doctor.	Discuss the following vocabulary words with the children and review with a crossword puzzle using the words: Diagnosis-deciding the nature of a diseased condition by examination. Stethoscope-a hearing instrument used to examine the heart and lungs by listening to the sounds they make. Patient-one who is ill and usually under a doctor's care Hospital-an institution where the ill or injured may receive medical treatment.	Filmstrips: "Going to the Doctor" - Eye Gate "Things You Will See," Eye Gate Books: Doctor's Tools, Lerner About Doctor's of Long Age, Dickson Your Body and How It Works, Lauber Michael Gets the Measles, Lerner Dear Little Mumps Child, Lerner Peter Gets the Chickenpox, Lerner Karen Gets A Fever, Lerner The Fantastic Feats of Dr. Boox, by Andrew Davies

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Medical Careers GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Microscope-an instrument consisting essentially of lens for making small objects look larger so they can be seen and studied. Prescription-a doctor's written direction for the preparation and use of a medicine. Medication-to apply a medical substance Oral-of the mouth Vaccine-a preparation of disease germs that is used for prevention inoculation.	
To help students understand the job of a doctor and the equipment used.	Ask a doctor to speak to the class and discuss the instruments that he uses in his work and tell about his duties. Help students make a head light reflector from a pattern.	Resource person: Dr. John Kelly, M.D. Dr. John Farmer, M.D. Book: Medicine Man's Daughter, by Clark Construction paper, glue, scissors, pattern

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Medical Careers GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To help prepare the child for the experience of going into the hospital.	Take students on a study trip to the hospital. Discuss the hospital with the student so that they will not be afraid when they have to go.	Filmstrip: "Having some stitches and Getting a Cast", Eye Gate Study trip: Magnolia Hospital Filmstrip: "Having an Operation", Eye Gate "Hospital Workers", Singer Books: Johnny Goes to the Hospital, by Josephine Abbott Let's Find Out About the Hospital, by Eleanor Xay Elizabeth Gets Well, by Alfons Weber

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Medical Careers GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To give students an opportunity to know the role of lab workers and pharmacists in treating a patient.	Ask a pathologist or a lab technician to talk to the class about their work. Ask a pharmacist to talk to the class about his work.	Resource person: Dr. John Hunter, Pathologist Bill Cooper, Lab Technician Dale Prince, Pharmacist
To make students aware of the job of the ambulance driver and why his job is so important.	Ask an ambulance driver to come to school and bring an ambulance to show to students. Using a city map, make a game like a maze for students to find the quickest way from their home to the hospital, from school to the hospital, etc.	Resource person: Ambulance driver Book: The Emergency Book, by Jeanne Bendick City maps

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Medical Careers

GRADE 2

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	the dietitian, the pharmacist, and the ambulance driver.	

CAREER AWARENESS UNITS

Magnolia Public Schools

Grade 3

DEC 3 1975

CAREER AWARENESS UNITS WITH TEXTBOOK REFERENCES, RESOURCE SPEAKERS, AND STUDY TRIPS

Grade 3

Unit	Textbook References	Resource Speakers	Study Trips
Developing Attitudes	Finding New Neighbors, Level I p. 46 "Teeny and the Tall Man" p. 82 "How Hilda Helped" p. 163 "Saving the Hunt"		
Radio Announcer	Finding New Neighbors, Level I p. 251 "Barney on T.V."	Radio Announcer Media Center Personnel	Radio Station
Fireman	Friends Far and Near, Level II p. 66 "The Forest Fireman" p. 288 "Kathy's Quilt"	Fire Chief Conservationist Senior Scout Science Teacher	Fire Station
Service Station Worker	Friends Far and Near, Level II p. 246 "Gears and Gasoline" p. 89 "Ready to Roll"	Service Station Attendant Parent in Service Station Business Trucking Firm Representative State Trooper or Police Force Member	Service Station High School Auto Mechanics Class
Veterinarian	Finding New Neighbors, Level I p. 67 "The Doctor at the Zoo" p. 44 "Animal Store"	Veterinarian Animal groomer	Veterinary Hospital SSC Animal Husbandry Department

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop an awareness of vocabulary terms associated with the topic attitudes. Ability Attitude Behavior Courtesy Dignity Grooming Habits Honesty Interests Leisure Manners Negative Positive Success	The teacher will write the vocabulary words on the board as the students discuss the meanings. The references in resource column may be read to help develop meanings. The following meanings may be used as a guide: Ability-power to perform, whether physical, moral, intellectual; skill Attitude-position indicating action, feelings or mood Behavior-a way of conducting oneself Courtesy-favor performed with politeness; expression of respect Dignity-to give distinction to Grooming-to make neat; smart and tidy Habits-a custom or practice that could be good or bad Honesty-fairness and straightforwardness of conduct	Books: A Young Peoples's Guide to Manners by John Barclay and Leila Hadley What Do You Do, Dear? What Do You Say, Dear? by Sesyle Joslin Porko Van Popbutton by William DuBois Dictionaries

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Interests-excitements of feelings; special attention to something Leisure-freedom afforded from occupation or business Manners-a way of acting Negative-never a bright outlook; always looking for the worst Positive-admitting of no doubt; definite Success-attaining one's goals; achieving	

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To understand the interests of others, their traits, hobbies, and personalities.	Students could fill out inventory with questions such as: What I like to do _____ What I like least to do _____ My favorite hobby is _____ It makes me happy _____ A "neat" person is one who _____ The children could describe the best features of each other. Pantomime desired personality traits. Discussion on how to help people understand each other better. Students can discuss personal situations.	Students' permanent Record (For teacher's use only) Books: You Said It All About Her All About Him by Margaret Andrews - McGraw-Hill

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes

GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop good study habits.	Work with students in learning methods of studying. SQR3 method (Survey-Question-Read, Reread, Review) Stress responsibility of turning in papers on time - proper headings for paper - neatness	SQR3 method of study Books: Learn How to Study by Bernard Kelner No. 5 - 1260 Make Your Study Hours Count No. 51058 Getting Along In School No. 5 - 732 All from Science Research Associates 259 E. Erie Street Chicago, Illinois 60611

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes

GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
Character Building: To develop awareness toward positive attitudes and behavior.	Over a period of time the students and teacher view the filmstrips listed in the resource column. Have group discussions on manners, honesty, behavior, responsibility, etc. Make bulletin board displays depicting positive character traits. The students make booklets dealing with positive attitudes and behavior.	Filmstrips: Learning About Manners Series by Singer "Manners at Home" "Manners at School" "Manners on the Playground" Up To You Series - Eye Gate "Take Charge Charlie" "New Boy in Town" "Unwilling Willie" "Who Believes Sally" Patterns of Behavior - Eye Gate "Different May Be Nice" "Billy the Bully" "Freddie Forgot"

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes

GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
		First Things Series - Guidance Associates "But It Isn't Yours" "You Promised" "That's No Fair" "Who Do You Think You Are?" "What Do You Expect of Others?"

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes

GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop desired attitudes toward safety	Bulletin Board Displays on Safety Show Filmstrips Discussion of personal experiences about safety Make posters on safety	Filmstrips: "Safety and School" - Eye Gate "Safety Coming to School and on the Way Home" "Safety in School" "Safety on the Playground" "Preparing Your Child to come to School Safely" "Safety on the School Bus" "Safety and School"

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Radio Announcer

GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To learn a general and technical vocabulary relating to the radio field.	Use the dictionary and other books to look up and discuss the meaning of the following words: Ads Announcer Broadcasting Commercial Employee Interview Manager Radio Radio beams and waves Radiotelephone Reporter Teletype machine	Dictionary Books: I Want to be a News Reporter by Carla Greene All About Radio and Television by Jack Gould The True Book of Communication by Irene Miner The Radio Amateur's Handbook by Collins H. Frederick Let's Go to a TV Station by Naomi Buckheimer

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Radio Announcer

GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To acquaint the students with the duties of a radio announcer.	Invite a radio announcer to visit in the classroom to tell about the things they do on the job.	Radio Announcer as a resource person

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Radio Announcer

GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To understand the qualifications a radio announcer should have.	Have a class discussion about the importance of school and specific subjects a radio announcer should concentrate upon, particularly the language arts skills.	Language arts textbooks
To show the relationship between radio, television, and movie making.	Show and discuss the filmstrips, "Creating a Movie or Television Program" and "Television Workers" - Singer. Also read the book Come to Work with us in a TV Station. The students could make a mock television set from a large cardboard box and perform behind it.	Filmstrips: "Television Workers" - Singer "Creating A Movie or Television Program" Book: Come to Work with us in a TV Station
To appreciate the field of radio entertainment.	Let the students listen to tapes of old radio shows such as "Lum'n Abner" and Baby Snooks"	Tapes made by the librarian from old records

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Radio Announcer

GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To understand the planning and performing of radio shows	The students and teacher write a radio script which includes interviews, sports, news (school) weather, entertainment, disc jockey, and commercials. Assign the various parts to the students. Work out the timing according to time allotment, make and plan variety in programming, and set up and make equipment needed. Tape record the entire presentation for replay to the class.	Materials and equipment needed to have a complete radio program such as: Microphone Desk for Announcer Signs Tapes and tape recorder Band instruments

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Radio Announcer GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To strengthen public relations between public school and institutions of higher learning and to experience first-hand performing before a live camera.	Have a resource person from the Media Center at Southern State College visit the classroom and bring all his video tape equipment and film the students performing specific acts.	Resource speaker from Media Center at Southern State College Video tape equipment
To reinforce what the students have learned about the radio announcer and what goes on at a radio station.	The students, in small groups, take a study trip to the radio station. Have a question and answer period following the study trip. The students could also draw pictures illustrating what they saw on the study trip.	Radio station and personnel representing all the departments of broadcasting a radio program.

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Fireman GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To help students understand the technical aspects of becoming a fireman and the importance of this occupation.	The teacher may use the following information to help develop this concept. Other information may be found in references listed in resource column. Some of the duties of a fireman are: Protect life and property in a specific location Fire fighting and fire safety Administer first-aid to victims of natural disasters or civil disorders Give artificial respiration in case of drowning, suffocation, or poisoning Rescue pets Maintain firehouse equipment and do housekeeping chores Continue with a continual process of education to maintain proficiency and qualifications	Books: Occupational Outlook Handbook U.S. Dept. of Labor Washington, D.C. The Big Book of Real Fire Engines by George Zoffo Grosset Country Fireman by Jerrold Beim Morrow

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Fireman GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To help students to recognize the need for not only identifying but eliminating fire hazards as every family member's responsibility.	Show film "Another Man's Family" to inform the students that delay can be serious.	Film: "Another Man's Family" available from Southwest Technical Institute Fire Service Technology Department P.O. Box 45 East Camden, Arkansas 71701
To appeal to students to serve their country by protecting its resources and being prepared during emergencies to care for themselves and be of service to needy people.	Invite speaker from conservation service to discuss with the students the importance of their participation (life-time) in conservation and fire prevention.	Available upon request as a guest speaker: Mr. Jim Martin Supervisor of Conservation Education State Department of Education Little Rock, Arkansas 72201
To learn ways to recognize fire hazards as listed on prepared fire department check list or students could develop a sheet of their own for	Students and teacher discuss the fire hazard sheets. This activity will give the students a chance to share learning experiences. Have a committee develop a bulletin	Safety check list and other information on the topic of fire prevention may be obtained from the local fire department. First-Aid Manuals

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Fireman GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
use.	board on "Ways to Reduce Fire Hazards in the Home." Display electrical appliances with faulty features (include an example of an overloaded socket.) Research proper rescue of victim of electricution or shock. Also note first-aid and preventative measures in the home. Show film listed in resource column. With the help of parents, every student should survey his home for hazards.	Science books for information on proper use of electrical appliances Film: "Fire Prevention In the Home" and "Chimp the Fireman", #30 Southwest Technical Institute Camden, Arkansas
To learn proper techniques for dealing with emergency situations.	Inquire of students experiences with fires and burns in the kitchen and how the problem was handled. Show films.	Films: "Fire In My Kitchen" #250 Southwest Technical Institute

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Fireman GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Have discussion concerning where dangerous areas are that clothing might catch on fire. What would they do in a situation like that?	"What To Do If Your Clothing Catches On Fire" #252 Southwest Technical Institute Camden, Arkansas
To create and develop decision-making techniques.	Encourage students to discuss responsibility for other children such as when babysitting. Ask them what they would do in case of fire or other emergencies. Require each student to discuss with parent or guardian emergency escape routes from their home. Encourage each student to prepare their family and elderly neighbors in techniques of escape, rescue, dealing with smoke, and fire department notification.	Film: (related to babysitting and fire hazards) "Have A Wonderful Evening" #241 Southwest Technical Institute Bulletins: Babysitters Guide to Fire Safety Southwest Technical Institute Fire - An Escape Plan reprint from Facts and Trends, May-June, 1960 National Board of Fire Underwriters available through fire department

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Fireman GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Question students about experience with burns. Inquire how many know how to recognize the seriousness of burns and how to treat them. Encourage a scout to share his information learned on first-aid badge and demonstrate proper bandaging.	A student scout with experience in earning first-aid badge or a student who would like to work on that badge First-Aid Manual; Scout Handbook; Health Text
To develop awareness of various tools used in the occupation of a fireman and to recognize the importance of fire prevention and the firemans' role.	Show film, "Fire House" and discuss. Some of the tools used by a fireman are: Rescue squad car and boat Hope resuscitator Emergency power unit Port-a-power expander Firetruck Axes Asbestos suit Gas mask Turn down boots	Film: "Fire House" Curriculum Materials Corp. Philadelphia, Pa. 19107 Fireman as a resource person Actual tools used by firemen Rescue squad car Students to assist fireman

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Fireman GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Chemical hand extinguishers Arrange for rescue squad car and fireman to be available on school ground for demonstration on controlling various fires. (Include oil and grease fires such as in kitchen and lawn mowers) Various tools may be displayed for student inspection and inquiry. Volunteer students could assist fireman in showing how to use Hope resuscitator and fire extinguisher. Display fireman's uniform. Sing songs about the fireman. Read books related to the fireman.	Songs: Music for Young Americans P. 29 - "Fire, Mister Fireman" P. 30 - "The Fire Station" Books: True Book of Policemen and Firemen by Irene Miner True Book of Conservation Eddie and the Fire Engine by Carolyn Haywood

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Fireman GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To lead students to recognize teamwork, courage, and strengths are assets for firemen and students.	Under careful supervision, give students opportunity to climb ladders. Another teacher might be at top of ladder to encourage child.	Ladders should be available through maintenance department of school.
To lead students to recognize the qualifications and training necessary for the profession of being a fireman.	View filmstrips listed in resource column. The teacher may use the following facts to help develop this concept: A. Minimum educational requirement is high school graduation. Need good background in math, science, and English (volunteer service requirements less severe). B. Civil Service Examination which includes intelligence, atheletic performance, and physical tests. C. Height and weight specifications. D. Age requirements (21-62)	Filmstrips: "Fire Department Workers" Singer "Fire Department" BFA SRA Junior Occupational Brief "Find Out About Firemen"

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Fireman GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	E. Three months to one year probation period. F. On the job training in fire fighting and fire prevention. G. Heavy emphasis on adaptability	
	Invite a science instructor to demonstrate the three basic elements in a fire and what the removal of any three will result in.	Science teacher
	Encourage interested students to research and report on training and other qualifications of professional firefighters.	Stories from basic reader related to fire fighting
	Show film, "The Noble Breed."	Film: "The Noble Breed" Southwest Technical Institute
To recognize that community problems and needs are similar the world over.	Curious students may read to discover similarities and differences in firefighting in various countries.	Books: Firefighting the World Over, by Floyd Torbert - Hastings House

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Fireman GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Interested students may present findings on the use of fire and life without fires. A variety of methods may be used including plays; booklets.	Without Fire, by Marion Baer Holt, Rinehart & Winston, Inc. Fire and How It Is Used, by Harold Tannenbaum and Nathan Stillman Webster Publishing Co.
To build self-concept by allowing students to help one another. Reading together and sharing the free time will help encourage new friendships and leadership skills.	Build a free time library including books on various reading levels. Better readers may choose to read to or listen to a poorer reader. Give puppet show depicting fire starting and characters calling fire department using students own dialogue.	Books: Careers in the Protective Service by Jo Hubbard Chamberlin Walk Smoke Eaters, by C. B. Colby Coward-McCann The Forest Fireman, by William Brown Coward Fireman Fred Whitman

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Fireman GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
		Let's Go to a Firehouse, by Naomi Buchheimer Putnam A Visit to the Firehouse, by James Collier Norton What Do They Do? Policemen and Firemen by Carla Greene Harper & Row Mr. Charlie, the Fireman's Friend by Edith Hurd Lippincott
To evaluate their learning experience.	Briefly allow students to express (written for those who can, and orally for those who can't) what they have learned that will be helpful to them in life.	Students' personal experiences

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Fireman GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To offer additional opportunities in self-development and recognition, the teacher may use supplementary activities.	Recognize student achievement in assembly. Note scout awards, patrol officers, school fire marshalls, etc. Give students an opportunity to develop safety posters concerning some aspect of fire prevention or safety. The principal might select three outstanding posters from each grade for ribbons. Each student should be mentioned and commended for his work. A list of participants might be listed in the local paper.	Student achievement Bulletins, magazines, newspapers, books on safety from the library The school principal or other teacher might serve as the official judge for competition

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Service Station Worker GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To give the students a working knowledge of words used in and around a service station. The words are: Customer Repair Servicing Radiator Battery Gasoline Automatic Transmission Lubrication Muffler Maintenance Mechanic Alignment	Discuss the meaning of terms after looking them up in a dictionary or by letting some of the most interested students visit the maintenance department or industrial arts shop of the school (if available) to get information concerning the meaning of the terms: Customer-one who gives his business to a particular service station Repair-to make over or restore to good and workable condition Servicing-to perform certain services of maintenance, supply, repair, etc. for or upon something Radiator-a device using circulating water to cool internal things or heat external things Battery-a group of two or more cells connected together for furnishing electric current Gasoline-an inflammable fuel used for internal combustion	Mechanical or regular dictionary Maintenance man or industrial arts shop teacher Students' own information Books: Flying Squirrels unit on Workers I Want to be a Mechanic I Want to be a Service Station Attendant "Popular Mechanics" magazine Henry Ford Songs: Music for Young Americans, p.32, "The Service Station" Singing and Rhyming, p.52, "The Oil Station Man"

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Service Station Worker GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
93	Automatic transmission-a self-acting gear, including the propeller shaft or driving chain by which power is transmitted from the engine of an automobile to the live axle Lubrication-to make smooth by oiling Muffler-to wrap or pad with something to dull the sound Maintenance-to keep in "top-notch" shape, such as equipment Mechanic-pertaining to manual labor, involving manual skill on machinery Alignment-the act of adjusting to put in line	
To learn facts concerning the job of a service station attendant. Fol-	Have volunteers take a study trip to various gas stations or school auto mechanics class at the high school	Gasoline Service Station High School auto mechanics class

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Service Station Worker GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
1. What is the need for service station attendants? 2. What are some of the services rendered? 3. What are some of the tools needed? 4. Where are some places of employment? 5. What training or other qualifications are needed? 6. What is the employment outlook?	terested students may use references and resources listed in next column to answer them. Sample answers are: 1. 95 million motor vehicles serviced at one time or another. 2. Greets customers and inquires about needs; dispenses gasoline; cleans windshield; checks water level in crankcase and automatic transmission, and air pressure in tires; sells and installs tires, batteries, fan belts, and windshield wiper blades; makes change and prepares a charge slip; some hand out trading stamps; perform minor maintenance and repair work, such as, lubrication, changing oil, rotating tires, and replacing mufflers; perhaps drive customers cars; may have to keep service area clean;	Parents as chaperones for study trips Occupational Outlook Handbook U.S. Department of Labor Books: Pete, The Service Station Attendant Burton-Goodman Mr. Charlie's Gas Station (easy reading) Lippincott Ben's Busy Service Station, by Jene Barr Whitman (easy reading) A Guide for Developmental Vocational Guidance Okla. State Dept. of Education Oklahoma City, Okla. SRA Occupational Brief, "Service Station Workers"

CURRICULUM CORRELATED CAREER AWARENESS UNIT: ~~Service Station Worker~~ GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
7. What are the fringe benefits? 8. What are some of the working conditions?	help take inventory and set up displays; provide emergency road service. 3. Some of the tools needed are: screwdriver, pliers, wrenches, power tools, motor-analyzers, and wheel-alignment machine. 4. Employed in every section of the country. 5. Driver's license; understanding of how an auto works; some sales ability; be friendly and able to speak well; know simple arithmetic; be familiar with local roads; usually trained on the job. 6. The employment outlook is expected to increase moderately through the 70's creating several thousand full time and part time jobs annually. 7. Some are provided accident and health insurance and some paid	Pamphlets: "I Want To be a Mechanic" Childrens Press "Gas Station Gus" Harper & Row

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Service Station Worker GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	vacations. Some are furnished uniforms and pay for having them cleaned. Usually can make overtime for extra pay. 8. Works outdoors in all kinds of weather. Could be injured easily. Gets dirty usually.	
To arouse interest and curiosity in working in a service station.	Set up a toy service station complete with cars for the students to play with. Show the filmstrip, "The Service Station." Create role playing with animation such as, cars talking, tools working, etc.	Filmstrip: "The Service Station - BFA Toy service station and toy cars

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Service Station Worker

GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To express in written and oral work activities relating to individual student situations through which dignity and good self-esteem can be acquired.	Students tell of their experiences with flat tires on their bikes and etc. View Filmstrip. Play the record "The Gas Station Man" and have students pantomime activities, such as clean windshields, repair a flat, or similar activities. Make a guessing game out of the activity by letting the one who guesses the right activity pantomime next. View film loop and have students create stories about the service station attendant and illustrate them with original drawings (these drawings could be in cartoon form). Students could also bring real models of various things used around a gas station or make the models from clay or styrofoam for room displays.	Filmstrip: Occupational Education, "Fixing a Flat Tire" - Eye Gate House Record: "The Gas Station Man", from Round the Town - Follett Publishing Co. Film Loop: - "Gasoline Service Station Attendants" - No. 5-81243 - Encyclopedia Britannica Educational Corp. Chicago Dime store models Styrofoam, spools, blocks of wood, tempra paints, and straws

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Service Station Worker GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To help students to be proud of a service occupation that others cannot do without.	Have a parent who works as a service station attendant or manager talk to the class. The parent should come in working clothes or uniform. This could be a woman since we do have women in family service stations doing light work. Have a representative of a trucking firm relate their dependence upon service station attendants. Have a state trooper or member of the police force speak on accidents and safety in driving. During free activity period students could divide into groups to write out service station situations. Then act out the situations through role playing. Let class discuss the "good and bad" things about the situations as far as good service to the customer	Parent in service station business Representative from a trucking firm State Trooper or Police Force members Students initiative

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Service Station Worker GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	is concerned.	
To show appreciation and respect for resource people.	Write thank-you letters to all resource people.	

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Veterinarian

GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To introduce the students to a medical occupation	The students express experiences in caring for farm animals and different kinds of pets.	
To become familiar with vocabulary terms that relate to the occupation of the Veterinarian.	The teacher writes the vocabulary terms on the chalkboard and then asks students their concepts of them. The terms could incluce: Diagnosis Employee Employer Grooming Habits Instruments Laboratory Medication Operating Patient Receptionist Services Specialist Vaccines Veterinary Vocational	Use the dictionaries to expand the students definitions after they have listed their concepts.

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Veterinarian GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To become acquainted with the farmer and the animals on the farm.	Show some of the following filmstrips: "On the Farm" "Doctor Dan" "Life on a Dairy Farm" "Finding Out How Animal Babies Grow" "At the Zoo" "Animals on the Farm" "Dairy Farm" "Kindness to Animals" Sight and Sound Discovery Trips Series -"Sounds at the Zoo"	Filmstrips from the Counselor's office Books: Zoo Doctor by William Bridges About Farm Helpers Science textbooks Encyclopedias Filmstrip: "Sounds at the Zoo" from Sight and Sound Discovery Trips Series by Eye Gate

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Veterinarian GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To experience first-hand what goes on at a veterinary hospital.	The students take a field trip to local veterinary hospitals. Before going on the field trip, the students could view the filmstrip, "Working with Others"	Impson-Wood Veterinary Hospital Franks Veterinary Hospital Filmstrip: "Working With Others"
To emphasize the requirements and duties of personnel who work in veterinary.	Role play (spontaneous script) a play with students bringing stuffed animals as patients, receptionist, doctor, doctors' helpers, etc. Include payment and making change.	Stuffed or plastic animals from home. Play money
To give the students opportunity to relate what they have learned about the care of animals.	Make a booklet on care and feeding of animals: The booklet could include original drawings of animals by the students, magazine articles and pictures, and reports from encyclopedias or other books.	Scrapbook Art Materials Old magazines Encyclopedias Animal books

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Veterinarian

GRADE 3

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To demonstrate the proper care of animals	Invite an animal groomer to visit the classroom to talk about the care and grooming of animals. Let the students bring their pets to school on a special day and tell how they care for their pet. They could have a pet show	Mrs. Lucille Cottrell, an animal groomer, as a resource person. Dr. Jack Harrington, head of the animal husbandry department at Souther State College, as a resource person.

CAREER AWARENESS UNITS

Magnolia Public Schools

Grade 4

CAREER AWARENESS UNITS WITH TEXTBOOK REFERENCES, RESOURCE SPEAKERS, AND STUDY TRIPS

Grade 4

Units	Textbook References	Resource Speakers	Study Trips
Developing Attitudes	Roads to Everywhere p. 86 "The Stonecutter" p. 45 "Becky and the Bandit" p. 320 "The Five Chinese Brothers" p. 380 "The Meaning of the Word"		
Pilot	Roads to Everywhere p. 10 "Benjie and the Pilot" p. 122 "Twelve Seconds" p. 144 "The Chopper" p. 154 "Cockpit in the Clouds" p. 155 "To the Moon and Back" p. 167 "Night Plane"	Pilot	Airport
Forester	Roads to Everywhere p. 238 "The Snowshoe Rabbit Escapes"	Forester	Weyerhaueser Industry Sawmill
United States Postal Service	Roads to Everywhere p. 10 "Benjie and the Pilot" (to be used at the end of the unit Adventure Waits.)	Postmaster Letter Carrier	Post Office
Law Enforcement	Roads to Everywhere p. 248 "The Captive Swans" p. 282 "Freddy, the Detective" p. 33 "The Back of the Bus"	State Policeman Sheriff Deputies	County Jail

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To realize the importance of attitudes, personality and good character traits and personal growth and development, also to recognize the rights and interests of others.	Each student completes an interest inventory. Teacher can scan this after the first day to better understand her students. (copy attached) Teacher will benefit from reviewing the permanent record of each student, to learn as much as possible about him. To become better acquainted, students may give physical descriptions of each other orally in the form of the guessing game "Who Am I Describing?"	Teacher made interest inventory Student's permanent recor (teacher use only)

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop an awareness of vocabulary terms could include: Attitude Ability Behavior Courtesy Dignity Grooming Habits Involvement Interests Manners Negative Opportunities Positive Responsibility Strengths	Students and teacher discuss orally the meaning of terms. Use them in sentences. The terms defined are: Attitude-position indicating action, feelings, or mood. Ability-power to perform, whether physical, moral, intellectual or legal; skill or competency Behavior-a way of conducting oneself; deportment Courtesy-favor performed with politeness; and expression of respect Dignity-to give distinction to Grooming-to make neat; smart and tidy Habits-a custom or practice that could be good or bad	Dictionaries, newspaper articles, stories from readers, social studies books, etc. Books: You Said It All About Her All About Him all by Margaret Andrews (these books are an Opportunity Knocks Series) McGraw Hill (Greg Div.)

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Involvement-to occupy oneself absorbingly or completely Interests-excitements of feelings; special attention to something Leisure-freedom afforded from occupation or business Manners-a way of doing, being done or happening Negative-never a gright outlook: always looking for the worst Opportunities-a good chance; favorable time Positive-admitting of no doubt; definite Responsibilities-accountability; reality Strengths-strong points; your best qualities Success-attaining one's goals; achieving Traits-a distinguishing quality of character	

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Weaknesses-lacking in skills; faults or defects as from lack of experience, skill, or organization	
	Write a description of yourself.	Language Arts: How to write a personal description
	Pantomime what you like to do best or least, etc.	Expressing self through pantomime
One should be able to recognize and improve his own strengths and weaknesses in the areas of attitude development.	Together students and teacher make a list of good manners that they want to develop this year.	Filmstrips: Manners Series - Singer "While Visiting Friends" "On the Playground" "At the Theatre" "On Public Transportation"
	Students could observe and write down the good traits and attitudes of their friends and classmates. Discuss these qualities in class (by doing this, the good qualities about students may help improve weaknesses in others).	Books: A Young People's Guide to Manners by John Barclay and Lelia Hadley

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
		What do you Say, Dear - Joslin What do you Do Dear - Joslin Filmstrip: First things - "Guess Who's in a Group" "What happens between people" - Guidance Associates
	Students make word lists of good Personality Traits Students may write a report or essay on their strengths and weaknesses, and what they can do to improve themselves.	Filmstrips: "Pam Puts It Off" "Danny Is Different" Eye Gate (It's Up to You) "Jerry Has a Surprise" "Try, Try Again" Eye Gate (Little Things that Count) First things - "The trouble with Truth" "You Got Mad - Are you Glad?" "What do you do about Rules?" Guidance Associates

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Bulletin Boards on good character traits	Art: Art supplies as needed
	Language arts: Role playing - demonstrating good personality traits.	Health: Discussing personal appearance and its effect on others
	Group discussions on good traits and attitudes versus bad traits and attitudes.	Units on good grooming
Good study and work habits should be formed because they affect a person's self-concept and ability to work.	Students view and discuss the filmstrip.	Filmstrip: "Copy Cats" Eye Gate (It's Up to You)
	Discussion of good method of study in content area.	SQR3 Method
	Books may be read individually or by teacher to group.	Books: Porko Van Popbutton by William DuBois

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Pictures may be drawn to illustrate scenes from books	Henry Reed's Baby-sitting Service Keith Robertson Henry and the Paper Route - William Morrow & Co. Unusual Careers-Martha Munzer Publ. Alfred A. Knopf, Inc. Henry Reed, Inc. - Keith Robertson
To help students become aware of career opportunities and to appreciate all areas of work	Give an inventory of childrens' interest.	Teacher made inventory or obtain one from the counselor
	Students make a list of the jobs they would like to do, then collect and study newspaper ads pertaining to their job choices.	Newspapers Write to: U.S. Employment Office Washington D.C. for information on job opportunities or other vocational information
	Compile notebooks of various types of employment	

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes

GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Bulletin Board Displays of job opportunities Discussion of various types of work that boys and girls may do. Examples: Baby Sitting Washing Dishes Delivering Newspapers Shining Shoes Running Errands Mowing Lawns Washing Cars Students could pantomime the kinds of work they want to do when they grow up.	

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
Good safety habits are necessary at school, at home, and in the community for one's own well being as well as for the welfare of others.	Safety rules may be made by the children for school, home, playground, bicycles, etc. A class discussion of the importance of good safety habits. Bulletin boards in rooms and hall depicting good safety habits. <u>Ecology</u> Children may use some time to clean playground of paper, glass, sticks that would make playground safer.	Filmstrips: "Safety Coming to School and on the Way Home" "Safety and School" "Safety In School" "Safety on the Playground" "Safety on the Schoolbus" - all Eye Gate (Safety and School)

Here is your chance to write exactly the way you feel. You may write anything you like but it must be just what you think.

1. Today I feel _____
2. When I have to read _____
3. I get angry when _____
4. To be grown up _____
5. My idea of a good time is _____
6. I wish my parents knew _____
7. School is _____
8. I feel bad when _____
9. I wish teachers _____
10. To me, books _____
11. I like to read about _____
12. I'd rather read than _____
13. To me, homework _____
14. When I finish high school _____
15. Comic books _____
16. When I take my report card home _____
17. I would like to be _____
18. I like to read when _____
19. For me, studying _____
20. I often worry about _____
21. Reading science _____
22. I'd read more if _____
23. I wish _____
24. When I read out loud _____
25. I'm only sorry that _____

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Pilot GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To understand the work of the pilot, one needs to know a special vocabulary. The vocabulary could include: flying machine track take-off chopper helicopter pilot co-pilot captain flight engineer flight attendants controls instruments air-to-ground communications airline dispatcher flight plan Federal Aviation Adm. course	To develop vocabulary skills, write words on board and let students try to define them using their own ideas. As a follow-up activity, assign each student to find information, pictures, etc. on a particular word and present this to the class.	Students use a student dictionary, World Book, library books related to aviation. Magazines to be used for pictures. Film: Airport In The Jet Age, 2nd ed. and Airplane Trip Boy Jet, 2nd ed. State Department Film Catalog Book: At The Airport by Colonius and Schroeder Melmont Song: "Jet Planes" from Music for Young Americans, P. 36

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Pilot GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
altitude fuel load landing gear landing clearance altimeter air speed indicator artificial horizon gyro compass rotor blades cabin cockpit space station rocket ship ferry throttle taxi cargo planes airliners		Filmstrip: "Man Has Wings" (located in counselor's office at high school)
The students will learn some factual knowledge concerning some of the training and other qual-	The teacher could plan a unit of study from the following questions: 1. How can one become a pilot? 2. What training is necessary?	Reference books from school library. Pilot from local area: Major Pinson - SSC

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Pilot GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
ifications of a pilot.	3. What are some of the responsibilities of the pilot? 4. What are the hours and working conditions of the pilot? 5. What is the employment outlook? 6. What are the fringe benefits? 7. What are the advantages and disadvantages of this job? To answer these questions, use resources listed in next column for teachers and students to find information and discuss. The students may take a study trip to the local airport.	Col. Miller - Junior ROTC, Magnolia High School Teacher or counselor to make arrangements for study trip Filmstrips: "How We Fly". #478 "How Man Learned to Fly", Reading Set "I Can Fly", #417 Books: Occupational Outlook Handbook, 72-73 Ed. Ready for Take-Off, by Robin Lawrie Jetport, by Norman Richards The Airplane and How It Works, by David Inglis Urquhart

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Pilot

GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To make the child aware of the different job opportunities available to pilots.	Lead a discussion of this concept, drawing from the student's knowledge. Then work in committees and develop a bulletin board. Collect newspaper and magazine articles. Have the students label parts of an airplane that has been drawn on a ditto sheet.	Books: Come to Work wih- Us in an Airport, 1970 Sextant About The Pilot of a Plane, Melmont Aerospace Pilot, by Charles Coomas Morrow Airports, U.S.A., by Lon Jacobs Elk Grove Press Airplanes and How They Work, by Kenton McFarland, Putnam Ditto sheet - airplane - label parts
To read, write, and interpret material relating to pilots and aviation.	Students read stories from their readers, other textbooks, and newspapers dealing with pilots and aviation. Students write and discuss the human qualities and emotions of the story characters. They tell orally whether	Basic Reader - Roads to Everywhere, Ginn Social Studies textbooks Book: The Little Airplane, by Lois Lenski Walck

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Pilot GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	or not they would react differently to similar situations.	
Working together is fun	Culmination of unit: Invite another class or parents to be your guests and have students tell about their unit of study. Let different ones explain about the bulletin board, posters, etc.	Students' own initiative

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Forester GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To increase students' awareness of vocabulary terms relating to the job of a forester Forester Wildlife Surplus Forest Forestry Logging Eradicate Preserve Conservation Silviculture Economics Technician	Students define words and make bulletin board displays illustrating the words with pictures or cartoons from newspapers and magazines. The students can also draw cartoons free-hand. The meaning of the terms are: Forester-manages and protects forest. Wildlife-plants and animals living in a state of nature Surplus-more than enough to satisfy needs Forest-a dense growth of trees and underbrush covering a large tract	Magazines and newspaper pictures or cartoons for bulletin board displays Students' own original illustrations drawn free-hand Dictionaries Textbooks: Social Studies Science Readers Books: Find Out About Wood, by Madelyn Carlisle Two Brothers by Eugene Schwarz

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Forester GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Eradicate-to do away with either by pulling up by roots or spraying with poison to kill Preserve-to keep from injury or destruction; protect Conservation-supervising and maintaining over natural resources Silviculture-the art of establishing or reproducing forests, regulating their make-up, and influencing their growth and development along desired lines Economics-how man uses scarce resources to satisfy wants and needs Technician-one who is skilled in the technical details of a trade or profession Ranger-a keeper of a forest Forest utilization-harvesting and marketing of forest crops and commodities	

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Forester GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To better understand and appreciate the occupation of a forester, the following questions could be asked: 1. Why did it become necessary to have foresters? 2. What type of work does the forester do? 3. Does it require a formal education? 4. What are the possibilities for advancement?	Students use references mentioned in next column to look up, view, discuss, and write their own answers to the questions. Some possible answers are as follows: 1. In colonial days forests were a hindrance to settlements and farming; therefore, timber was cut to clear land without any thought of conservation or the value of timber to the shipbuilding industries. 2. The forester maps the locations and estimated the amounts of such resources as timber, game, shelter, and food, snow and water, and forage for cattle and sheep. He also determines areas that need treatment, such as planting trees, scattering seed from helicopters, control of disease or insects, thinning forest stands,	Social Studies textbook Encyclopedia of Careers and Vocational Guidance - Volume II, Doubleday & Co., Inc. Garden City, New York Write to: American Forest Products Industries, Inc. 1816 N. Street N. W. Washington, D. C. 20036 Society of American Foresters 1010 16th St. N. W. Washington, D. C. 20036 United States Forest Service Dept. of Agriculture Washington, D. C. 20250 Pamphlet: "Foresters", U. S. Dept. of Labor Washington, D. C.

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Forester GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
5. Are employment opportunities plentiful? 6. What are the favorable and unfavorable conditions of work? 7. Is it important to be able to get along with other people in this occupation?	or pruning trees for better lumber or plywood. He may also lay out logging roads, plan how to build camp grounds, select and mark trees for cutting, give talks to campers, and rescue climbers and skiers. 3. A formal education is required. At least four years of college is needed with emphasis upon math, surveying, chemistry, physics, botany, zoology, soil science and geology. Other specialized courses are silviculture, forest management, forest protection, forest economics, and forest utilization. 4. The possibilities for advancement are good with a master's or Ph. D. degree. All foresters start at the bottom and work up in order to gain experience. Advancement	Books: The World Book of Knowledge "Forestry: History of Forestry", Vol. 8 pp. 2803-2804 The Forest Fireman, by William and Rosalie Brown Coward-McCann, Inc. About Foresters, by Norma Dorbin Biggest Pine Tree, by Will Hays About Saving Wildlife for Tomorrow, by Solveig Russell all from Melmont Publishing Co., Inc. Timber: Farming Our Forests William Morrow & Co. Tall Timber, Coward-McCann, Inc. Our Friend The Forest, by Patricia Lauber Doubleday and Co., Inc.

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Forester GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	also depends upon ability to get along with other people. 5. Most estimates of future employment trends say that opportunities will increase rapidly within the next few years. By 1980 there will be a need for 30,000 professional foresters, 60,000 forestry technicians, and 2,000 highly trained forest scientists. 6. The favorable conditions are: 40 hours weekly (unless emergencies arise); usually work in smaller communities, therefore, can become part of community life, outdoor life helps to understand how the world changes, developes and re news itself.	High Timber: Story of The American Forest by Charles Ira Coombs World Publishing Co. Your Future In Forestry, by David Hanaburg - Richards-Rosen Press, Inc. How To Get Along With Others, by Neugarten - SRA You and Your Job, by Blackledge, & Keily South-Western Publishing Pamphlet: "Trees for Tomorrow", Melmont Films: "Joey and the Ranger" Coast Visual Education Co. "The Logger" Net Film Service

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Forester GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	7. One must be able to understand people, explain things to them, and secure their cooperation. One must be able to speak before various groups, such as elementary school classes. Foresters must have a deep knowledge that people must live in harmony with the world.	"Tree Grows for Christmas" U.S. Dept. of Agriculture "Forest Ranger" & "Lumber for Houses" Encyclopedia Britannica Films, Inc. "Trees for Tomorrow" American Forest Products Industries, Inc. Washington,D. C. 20006
To understand and experience the jobs involved in producing a planned forest.	A study trip to Weyerhoueser seed storage plant.	Resource people from Weyerhaueser
To read, write, and interpret material relating to forestry or conservation.	Students read stories from their readers, other textbooks, and library books dealing with conservation and forestry.	Basic Readers: 4th grade - Roads to Everywhere 5th grade - Trails to Treasures 6th grade - Wings to Adventure Ginn and Company

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Forester GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Students write and discuss the human qualities and emotions of the story characters. They tell orally whether or not they would react differently to similar situations.	Social Studies textbooks Science textbooks Books: John Muir, Protector of the Wilds by Madge and Leslie Morill Exploring the Forest by John and Jane Perry both by McGraw-Hill Book Co.
To present several aspects of the care and conservation of natural resources and wildlife.	View film strip depicting the habits and characteristics of many forest animals. Through discussions students can relate what they see to their own experiences with wild animals in the forest.	Film Strip: "Animals of the Forest", No. 9030 Encyclopedia Britannica Educational Corp. "Sounds in the Woods" - Eye Gate Film: "Trees, our Plant Giants" No. 5688 State Dept. of Education

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Forester GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To inform students about how climate, elevation, and terrain vastly affect the kinds of vegetation inhabiting North and South American forests.	View films and read books in resource column. Students make salt or soil maps depicting various elevations and vegetation of various forest areas of the United States and South American countries. Students work together on projects. Display all students' work.	Film Strip: "Forests of the Americas", No. 11240 and Film: "Discovering the Forest and Trees and Their Importance" Encyclopedia Britanica Educational Corp. Books: Forest Fire, by Frances Judge Alfred A Knopf, Inc. Gifts from the Forests, by Gertrude Wall Charles Scribner's Sons There Stand the Giants, by Harriet Weaver J. B. Lippincott Co.
To teach the value of wood products that are vastly in competition with products made from metal, plastics, and	Students bring wooden articles from home or buy inexpensive wooden products from the dime store. Each student bringing an article	Wooden articles from home or store

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Forester

GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
other synthetic materials.	tells a story about it.	
Learn to value and appreciate occupations of an unskilled nature as well as skilled.	Students take a study trip to a local sawmill or lumber company. Set up committees to interview employees at various echelons of employment before going on study trip. Invite a forestry person (perhaps a parent) to demonstrate some of the smaller tools used in the forestry occupations. View film loop on forestry aids.	Counselor to make arrangements for study trip. Local sawmills or lumber companies Forestry resource person (parent if possible) Filmstrip: "A Field Trip to a Lumber Mill" - Eye Gate Film Loop: "Forestry Aids", No. 381213 Encyclopedia Britannica Educational Corp. 260 Wynnwood village Dallas, Texas Study trip to lumber mill.

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Forester

GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To identify various types of wood and their use, with special emphasis upon native Arkansas timber.	Students bring samples of timbers grown locally. Have wood shop or custodian cut samples into round shapes for table display. Students label blocks and look up information about their value and use.	Timber samples from local woods Shop students from junior high or custodian to shape timber samples

CURRICULUM CORRELATED CAREER AWARENESS UNIT: United States Postal Service GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To understand the work of a postmaster, one needs to know a special vocabulary. Some words are: Air-mail Mail boxes Cancelling machine Mail bundles and sacks Packages Delivery Money orders Special delivery Registered letters Mail truck Zip-code Federal building Stamps Forwarding address	Start unit with record album, "Home, Neighborhood, and Community". At the beginning of the day have a slip of paper for each student with one of the words of the vocabulary on it, and tell them they will be asked to define it later. Game: Have two teams made up of the entire class. Call out words of the vocabulary and the person who has that word tells its meaning and writes it on the board. His side gets a point. Winning team has the privilege of making a bulletin board. Bulletin board: Half the class will find pictures in old magazines to cut out, or draw and color pictures. Example: One student will make a	Record Album: "Sing-a-song of Home, Neighborhood and Community", by Roberta McLaughlin and Lucille Wood - Bowman Records Los Angeles, California Dictionaries Old magazines or newspapers

CURRICULUM CORRELATED CAREER AWARENESS UNIT: United States Postal Service GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	large post-office, one a flag on a pole, one a tree or several trees, one a mail truck, etc. The caption could be "We are proud of our post-master".	
To develop an understanding of the problems a person faces when he serves the public. For example, a postmaster must be accurate and work fast.	Erect a post office in one corner of the room. All assignments handed to the teacher will be placed in out-going mail slot. A different student is postmaster each day. The student places papers in pupils' boxes, which have been grades by the teacher. The students originate a special postmaster cap to wear.	Materials for the post office could include: Cardboard Mattress box from a furniture store Butcher paper
To arouse the pupils' interest in regard to the world of work by having books before him. Especially to acquaint	Arrange reading table for students to read during free periods. Have books on all reading levels. Teacher and students assist the	Books: I Want to be a Postman, by Carla Greene Childrens Press

CURRICULUM CORRELATED CAREER AWARENESS UNIT: United States Postal Service GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
the student with the responsibilities of a postmaster. This sill also assist students in developing ways to share books.	school librarian in selection of books for reading table. Teacher may motivate reading by briefly telling some interesting part of the book. Have a sharing period for students to share books they have read. Evaluate the sharing of books. How may they improve?	Behind the Scenes at the Post Office, by Alfred Lewis I Know a Postman - Putman Let's Go to a Post Office, by Naomi Buckheimer - Putnam Marvels of the U.S. Mail, by Oren Arnold Abelard Mr. Zip and the U.S. Mail, by Jene Barr Whitman Read About the Postman, by Louis Slobodkin The United States Post Office Department: A Story of Letters, Postage, and Mail Fraud by John Terrell - Meredith Press What Happens When You Mail A Letter? by Arthur Shay - Reilly & Lee

CURRICULUM CORRELATED CAREER AWARENESS UNIT: United States Postal Service GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop a concept of the vast transportation network necessary for nationwide postal service. To learn more about terms such as "zip code", "registered mail", and "special delivery".	Show films, "The Mailman" and "our Post Office", for motivation for learning about our postmaster. The teacher could relate the following information about zip code and self-service postal units: The zip code is the key to using big letter sorter machines which can separate mail to hundreds of destinations, reducing the need to handle and rehandle letters before they reach their destinations. Self-service postal units prove popular. They are found in shopping centers and apartment complexes. The units may contain:	Where Does A Letter Go?, by Carla Greene Harvey House Films: "The Mailman", No. 0865 State Department of Education "Our Post Office", No. 1352 State Department of Education Filmstrips: "The Post Office" - BFA "90 Billion Raindrops"

CURRICULUM CORRELATED CAREER AWARENESS UNIT: United States Postal Service GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	vending machines where you can buy stamps, cards, envelopes, and even parcel post insurance, package mailing complete with scales and rate map, zip code directory, dollar bill and coin changers, a direct telephone line to postal information center, and pickup of mail is made several times a day.	
Learning to appreciate the postman. Esthetic, cultural feeling derived from working together.	Learn a song, "The Postman". Study trip to post office. Students will write a letter to a friend or relative, bring a stamp, and be prepared to mail it on study trip. The day after the	Song: "The Postman", from Music for Young Americans - American Book Company Postmaster will be consulted and prepared before the study trip to guide the students and explain his duties and all phases of

CURRICULUM CORRELATED CAREER AWARENESS UNIT: United States Postal Service GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	one, then write and illustrate his story. All stories will compile a booklet. When completed a committee will present it to the postmaster thanking him for the study trip. Choral Reading, The Postman Play record, "Let's Say Poetry Together" and learn the choral reading on The Postman, by Carry Rasmussen	Record: Let's Say Poetry Together by Carry Rasmussen Activity Records, Inc. Freeport, New York
Working together is fun.	Culmination of unit: Invite another class to be your guests, and have students tell about their unit of study. One explain the post office in the room, one tell about the bulletin board, another the reading table, all sing "The Postman", several tell of study trip and show booklet. In closing the class will say the choral reading "The Postman".	Students' own initiative

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Law Enforcement GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop an understanding of vocabulary words that are probably already familiar to the students.	Introduce and discuss vocabulary words such as: policeman — police station patrol — squad car gun — detective FBI — investigate traffic officer — secret service law — crime authority — prosecution apprehend — plain-clothesmen squad — duty policewoman — headquarters misdemeanor — felony	Books: About Policemen Around the World, by Les Landin Policeman Small, by Jane Barr Peter's Policeman, by Anne Lattin Magazines and newspapers at home Pictures of relatives or friends who are policemen or other law enforcement officers
To have a better understanding of some qualifications required to be a policeman.	Use references listed to help discuss ideas to develop concept.	Books: Career Awareness, p. 252 Occupational Outlook Handbook Policeman, by Ina Dillon - Melmont State Trooper, by Arthur Gates and Henry Lent Macmillan

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Law Enforcement GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To help students realize and understand that a policeman has a distinct responsibility to his community.	Students could take snapshots of policemen or bring in pictures from magazines. Display pictures from magazines on a bulletin board. Show the film, "The Policeman" or the filmstrip, "The Police Department", BFA - No. 2 Invite a policeman (in full dress uniform) to visit the classroom and tell of his responsibilities to protect the children and other people. Some questions the students may want to ask the policeman are:	I Want to be a Policeman What Do They Do? Policemen and Firemen both by Carla Greene Childreno Press Cameras Magazines Photographs of relatives or friends who are policemen Film: "The Policemen", State Dept. of Ed. Filmstrip: "The Police Department" BFA - No. 2

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Law Enforcement GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	1. What is your job? 2. Do you work by yourself? 3. How do you help us? 4. What would happen if we didn't have policemen? 5. Do you need to like people in order to be a policeman?	A state policeman or Mr. Cotis Shepherd as a resource person. Booklet: (free) "What Will I Be From A to Z", by Donald Gelb National Dairy Council Chicago, Ill. Book: The Law and You, by Elinor Porter - Swiger
The policeman helps a community when he gives assistance to individuals and when he tries to keep law and order.	Develop riddles and poems with pupils such as: I am a helper I help take care of you I help you cross the street I wear a badge Who am I? Draw me Sing, "Let's be Policeman"	Use in riddle booklet Song: "Let's Be Policemen", Young People's Records Filmstrip: "Policeman Walt Learns His Job" Film Association of California Cardboard and foil

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Law Enforcement

GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
83	Use filmstrip, "Policeman Walt Learns His Job" and discuss it. Make badges with cardboard and aluminum foil.	
To help students become aware of other law enforcement officials such as: sheriff, lawyer, judge, detective, FBI agents, secret servicemen, etc.	Assign committees to find and collect information concerning each phase of this work and present it to class. Make a booklet from this information Have the sheriff, a lawyer, judge, etc. to come talk. Taped interviews between student and law officials.	Encyclopedias Occupational Outlook Handbook

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Law Enforcement

GRADE 4

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To better understand the duties of the sheriff and his deputies.	A study trip to the jail and a tour of its facilities. Write thank-you notes to resource people.	The sheriff and deputies

CAREER AWARENESS UNITS

Magnolia Public Schools

Grade 5

CAREER AWARENESS UNITS WITH RESOURCE SPEAKERS AND STUDY TRIPS

Grade 5

Unit	Resource Speakers	Study Trip
Developing Attitudes	Public Relations employee from a local industry	
	School Counselor	Counselor's office
	Director of Employment Security Division	Employment Security Division
Crafts	Mr. Franks, a local craftsman of woodwork	Mr. Frank's craft shop at Macedonia
	Mr. Will Parker, school art teacher	
	School librarian	
	Sociology professor from Southern State College	Sociology department at Southern State College
	A resource person who has worked with the Indian Culture	Arts and Craft Shop

CAREER AWARENESS UNITS WITH RESOURCE SPEAKERS AND STUDY TRIPS

Grade 5

Unit	Resource Speakers	Study Trip
Farming and Animal Care	Charles Cross, owner	Oak Ridge Farm
	Donald Pittman, owner	Pittman Nursery
	Dr. Don Impson, Veterinarian	Impson-Wood Veterinarian Hospital
	Dr. Larry Franks, Veterinarian	Franks Animal Hospital
	Dr. Jack Harrington, Manager	Red River Production Credit Association
Managerial Work and Business Relations	Manager or Superintendent of a local industry	Koppers Company, Inc.
	Owner of a retail store	
	Owner of a grocery store	Grocery store
	Florene Bradley, Librarian	CLOC Regional Library
	A public utilities foreman	Southwestern Bell Telephone Company

CAREER AWARENESS UNITS WITH RESOURCE SPEAKERS AND STUDY TRIPS

Grade 5

Unit	Resource Speakers	Study Trip
Elemental Work	Shanhouse worker (cutter)	Shanhouse and Sons, Inc.
	Howmet worker (die operator and anodizer)	Howmet, Inc., Southern Extrusions Division
	Factory packer	Full cell Forms Plant-subsidiary of Firestone coated Fabrics
	Shoe Repairman	Buffaloe's Shoe Shop

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes

GRADE 5

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To build a foundation for a more positive attitude, personality and appearance, the teacher and students must know and understand the interests of others, their traits, hobbies and behavioral patterns.	Students view and discuss the Eye Gate filmstrip and tape series, Why Do We? Students discuss attitudes and behavior and then fill out a personality inventory on how they really feel about certain aspects of the environment in which they live. This may be put in a student career awareness booklet.	Filmstrips and tapes: Eye Gate Series, Why Do We? "Work and Play" "Have Rules" "Have Homes" "Grow" "Feel" "Die" Inventory - "How You Really Feel" (copy enclosed at end of unit)
To show that a positive rather than a negative attitude will be more effective in seeking employment when the time comes; also, how good study habits and basic skills will help determine the type of job a person can obtain.	Have the Director of the Employment Security Division talk to the students about the importance of a positive attitude when seeking employment. He will also stress the importance of gaining specific basic skills while in school.	Director of the Employment Security Division. A committee of students visit the local Employment Security Division office to gather pamphlets and other information on interviewing for a job.

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes

GRADE 5

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
		Filmstrips and tapes: Troll Associates - "What Is Studying" "Discovering Good Study Habits"
	Students and teacher write a skit about interviewing for a job. Let all students play the various roles.	Skit: "Interviewing for a Job" (copy enclosed at end of unit)
To develop a sequential career awareness curriculum by helping students explore the many varied occupations available today and in the future.	The school counselor and classroom teacher will lead the class in a general discussion of the four clusters to be emphasized in the fifth grade social studies program. They are: Crafts, Managerial Work and Business Relations, Farming and Animal Care and Elemental Work.	Students visit the school counselor's office to see the occupational information available. Lists of some specific occupations that may be explored in each cluster.
To keep the students aware of the world of work and help develop a sense of responsibility for doing a job well.	Set up a Career Corner in the classroom with many career resource materials to help motivate students. The student can keep the Corner up to date with new materials throughout the year. Such a corner might be a table and a bulletin board with	Books: Occupational Outlook Handbook World Book Encyclopedia I Want To Be Series The True Book Series The About Series Open Door Series

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes

GRADE 5

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	some of the following materials: Books about various jobs Booklets and Pamphlets Occupational Outlook Book Popeye Comic Books about careers Newspaper and magazine articles Interview tapes made by the students about different jobs Original poems written by the students	Comic Books: "Popeye and Manufacturing Careers" "Popeye and Construction Careers" "Popeye and Agri-Business and Natural Resources Careers" "Popeye and Business and Office Careers" "Popeye and Fine Arts and Humanities Careers" "Popeye and Marketing and Distribution Careers" Pamphlets: Occupational Outlook Briefs Sample poem: What To Be There are many things you can be, My problem is.....I don't know what suits me, But teacher said you can be anything, But first you must do some studying. You can be a nurse and help the sick, There are many jobs, Just take your pick!

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes

GRADE 5

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To learn more about our local industries and how they affect the economy of our community.	A public relations employee from a local industry talks to the students about the many jobs available in the local industries and what might be available in the future.	A public relations employee from a local industry Special Issue: "Jobs of the 80's" Scholastic Newstime Vol. 39, No.9, Nov. 15, 1971
To share the value of selected course curriculum and develop the process of decision-making by encouraging students to choose what they would like to know more abou and then present or demonstrate the knowledge they have gained.	Each student can make a booklet or a poster about one occupation of particular interest to him. He will research it carefully and tell to which cluster it belongs. Make a collage on a bulletin board of the world of work. This can be an on-going visual record of various careers discussed and researched.	Art materials Old magazines Occupational information
	Students and teacher discuss the	Special Issue: My Weekly Reader

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes

GRADE 5

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop humanization by flexible and tolerant attitudes towards the limitations of all involved, (teachers, parents, students) and to develop both self-esteem and a sense of personal worth through a knowledge of the laws passed and the opportunities opened to all people.	This developing attitudes unit could be culminated with a general discussion of the basic factors used in determining qualifications for a certain occupation such as; good manners, personality, pay scale, working conditions, and previous experience. This could reveal that none of the above really relate to sex, creed or color. Students view filmstrips and listen to tapes at various times throughout the unit to emphasize that a good attitude is a valuable asset throughout life.	Filmstrips and Tapes: Singer "Learning to Keep a Promise" "Learning to Trust People" "Learning to Face up to Mistakes" "Learning about Patience" Universal Education and Visual Arts Manners Are For You Series "What Are Manners All About" "Manners Begin at Home" "Good Manners in School and at Play" "Good Table Manners Anywhere" "Taking Our Manners out in Public Places" "Manners on the Move"
To reinforce the purpose of Career Education in the curriculum.	Students and teacher write a skit about the purposes of career education. A humorous theme helps to create interest and impress upon the students the value of correlating career information into the curriculum. Let the students role play the various parts.	Skit: "What is Career Awareness" - an Archie and Edith Blunker skit (copy at end of the unit) "Discussion of Careers" (copy at end of the unit)

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Crafts

GRADE 5

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To understand the meaning of crafts and how technology has brought about many changes in this field of occupations.	Have a local craftsman visit the classroom to talk about hand made crafts and how times have changed the way of earning a living for many people today. Students take a study trip to Mr. Franks' woodworking shop in Macedonia. Involve parents by having them help transport the students.	Speaker: Mr. Herbert Franks, a local craftsman of woodwork Tape: An interview with Mr. Ford who originated the Ford Chair Factory Study trip to woodworking shop to see an old time lathe being used
To show how ancient crafts are still being practiced in modern times in various cultures of the world.	Students view filmstrips and listen to tapes about ancient crafts. Have classroom discussion and make comparisons between the differences in the crafts industries.	Filmstrips and Tapes: Ancient Crafts - Modern Times Series "The Potter - Beauty in Clay" "The Cabinetmaker - Sculpture in Wood" "The Textile Designer - Woven Art" "The Glassmaker - Transparent Creations" "The Silversmith - Metallic Art"
To help develop a sense of importance and usefulness and to give experience in talking before the class.	Students bring in old craft articles from home and tell about and demonstrate to the class. These articles may be displayed in the room for other classes to view.	Eye Gate Craft articles from home

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Crafts GRADE 5

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop humanization by a flexible and tolerant attitude toward the limitations of all cultures involved by comparing different ways in which people satisfy the same needs and demonstrating the differences in these cultures.	View filmstrips and listen to tapes about the way people live in the various sections of the United States. Discuss the differences between the various regions. Display pictures so that students may identify the differences in each culture. Discuss the differences of occupations, wants, and needs among these cultures and compare the different ways people satisfy the same needs. Divide the class into committees. Have each group report on the major Indian tribes that first settled in America. Methods of reporting could include: Drawings, Pictures, Reports, Skits, Artifacts, and Student made Indian Villages.	Filmstrips and Tapes: "How People Live" in the: North Central States Northeast States Southern States South Western States Rocky Mountain States Pacific Coast State Frontier States "Tourism and Retirement" in the Southern States Textbook: "The Meaning of Culture" Chapters 1 and 2 Man and Society Silver Burdette Company Encyclopedias School library County library Art materials Filmstrip: "Indian Child Life" Pictures of people from different cultures

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Crafts

GRADE 5

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To show the value of selected course curriculum and to demonstrate how isolation of cultures slows down change by locating and describing the physical features of the Europeans, africans, and South Americans.	Invite a sociology professor from Southern State College to talk to the class about the development, structure, and function of human groups, conceived as processes of interaction or as organized patterns of collective behavior.	A committee of students make a study trip to the sociology department at SSC to see artifacts from different cultures.
To better understand the role of the early immigrants and how society has changed because of peoples' needs.	In reading and discussing various immigrant groups who came to America, have the students ask at home and give oral reports using maps and globes about their ancestors. Some of the questions to help them gain information may be: Where did they come from? Why did they come to America? Where did they settle? What kind of work did they do?	Home resources Textbook: Man and Society - Chapters 3, 4, and 5 "Europeans and Africans came to the New World" "Cultures in South America" "Europeans and Africans Come to North America" Silver Burdette Company Art paper

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Crafts

GRADE 5

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Make drawings showing the differences between European and Indian children. Make comparisons and contrasts between the homes, dress, and occupations of these trying to discover the basic needs all had in common. Have students volunteer reports on the isolated cultures of South America, identifying the discrepancies between their way of life and the modern man's way of life. View and discuss filmstrip Students and teacher write and produce a skit about the early immigrants that came to America stressing the following points: A way of life, their homes, clothing, occupations, etc. Costumes native to culture discussed.	Occupational Outlook Briefs that may be useful in this unit: Numbers 44 263 889 45 379 893 49 385 947 50 437 974 51 491 1012 53 497 1082 56 520 136 539 151 599 221 638 262 745 Filmstrip: "The Growth of the United States" Skit: "Early Immigrants to America" (copy at end of unit) Props and other materials for skit Textbook: Man and Society, chapter 6 "A Nation Rich In Culture" Silver Burdette Company.

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Crafts

GRADE 5

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To create interest and develop craft talent either as an occupation or hobby.	Invite the school art teacher to visit the classroom and demonstrate how to make simple arts and crafts. Let all students participate.	Take a study trip to the art class at the high school.

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Farming and Animal Care

GRADE 5

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop a vocabulary relevant to the cluster of Farming and Animal Care so the students will have a better understanding of the subject.	Introduce, look up the meaning, and discuss the following vocabulary terms: Agriculture (farming) - the science or art of cultivating the soil, producing crops, and raising livestock Cooperative Extension Service-helps people analyze and solve their farm and home problems and aid in community improvement Soil Scientists-study the physical, chemical and biological characteristics and behavior of soils Soil conservationists-supply farmers, ranchers, and others with technical assistance for soil and water conservation Agricultural Economists-deal with problems related to production, financing, pricing, and marketing	Dictionary Book: Occupational Outlook Handbook U. S. Department of Labor Publications: "Profiles-Careers in the U.S. Dept. of Agriculture" U. S. Department of Agriculture "Rewarding Careers in the Dynamic Industry - Agriculture" American Association of Landgrant Colleges and State Universities Washington, D. C. Farm Credit Administration Washington, D. C. Farmers Home Administration U. S. Department of Agriculture Agricultural Directory - American

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Farming and Animal Care GRADE 5

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	of farm products Agricultural Engineers-develop new and improved farm machines and equipment Agronomists-are concerned with growing, breeding, and improving field crops such as cereals and grains, legumes and grasses, tobacco, cotton, and others Veterinarians-inspect livestock at public stockyards, etc. Also, provide services for the care of small animals and pets Geneticists-try to develop strains, varieties, breeds, and hybrids of plants and animals better than what is available. Farm Service Jobs-jobs that provide year-round employment including: cow testing, artificial breeding,	Bankers Association New York, New York 10016 "Careers in Cooperatives" The Cooperative Foundation Chicago, Illinois 60605 "Opportunities as Vocational Agriculture Teachers" State Department of Education

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Farming and Animal Care GRADE 5

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	livestock trucking, whitewashing, well drilling, fencing, and tilling	
To help the students understand the different types of the major farms and where they are located in the United States	Students and teacher discuss the different types of farming. Talk about how many of the types are found in our local area and in Arkansas. Dairy farms: Central New York and Southwestern Wisconsin Egg-producing farms: New Jersey and Arkansas Broiler farms: Georgia, Arkansas Corn Belt farms: Hog-beef feeding Cash grain Cotton farms: Mississippi Delta, Southern High Plains-Texas, Arkansas Tobacco farms: North Carolina Tobacco-livestock farms: Kentucky Wheat-fallow farms: Northern Plains	Farm Production-Economics Division U. S. Department of Agriculture Resource Speakers: Charles Cross, owner of Oak Ridge Farm Donald Pittman, owner of Pittman Nursery and Floral Company Dr. Don Impson, Veterinarian Dr. Larry Franks, Veterinarian Dr. Jack Harrington, Manager Red River Production Credit Association

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Farming and Animal Care GRADE 5

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
202	Southern Plains, Pacific Northwest Cattle ranches-Northern Plains, Northern Rocky Mountain, Southwest Sheep ranches, Utah-Nevada	
To relate general information about farming and animal care to local information.	Use local resource people to talk to the students about farming and animal care in our area. Committees of students take study trips to gain hands-on experience in different areas of farming and animal care. They report back to the class the information learned. Interview tapes may be made on the study trips.	Study trips: Oak Ridge Farm Pittman Nursery Impson-Wood Veterinarian Franks' Veterinarian Farm and dairy at Southern State College

CURRICULUM CORRELATED CAREER AWARENESS UNIT: **Farming and Animal Care** GRADE **5**

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To help the student realize that decision-making is a process that carries over into all types of occupations.	Let the students listen to the interview tape on the cotton farmer and discuss the advantages and disadvantages of being a farmer.	Interview tape: Cotton Farmer-Mr. Carl Adams, Jr. AAA Ranch, Bradley, Arkansas
To provide each student the opportunity to participate in a class project.	Have the students construct a model farm which will include many types of crops and different animals. Use different types of soil for the different crops. Plots of grass may be used as pasture land for the cattle.	Model farm equipment brought by students from home.
To help the student realize that farmers have a higher standard of living and more leisure time through specialization and mechanization.	Students may do research on individual projects on mechanization and specialization in farming and animal care and draw their own conclusion about the advantages and disadvantages of what they have discovered.	Occupational Outlook Handbook Review filmstrips and tapes from the Eye Gate Series on "Industry, Agriculture and Commerce" of the various regions of the United States.

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Farming and Animal Care

GRADE 5

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To enhance the self-concept, students participate in role playing.	The students and teacher help develop a skit that will include information about farming and animal care. Let the students research their own information to present in the skit. Props for the presentation should be made by the students. Let the students perform for other classes or invite the parents to visit the classroom for the presentation.	Skit: "Jobs That Seem Interesting" (copy at end of the unit)

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Managerial Work and Business Relations and Elemental Work

GRADE 5

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop an awareness of community and job opportunities and possible new opportunities and to promote good public relations through a thorough analysis of the many things that caused the industrialization of our country and specifically of our community and a demonstration to the industries that we are interested in what they are doing to improve our community.	Have a class discussion of why some jobs are obsolete and unnecessary where as others have continued to be of importance such as personal service and public service workers. Compare the number of people offering services with those receiving services in the 1700's and now. View and discuss filmstrips and tapes listed in the resource column. This may be done as each section of the United States is studied throughout the year. Have a class discussion of the community industries and the things necessary today. Students could construct a modern model town that might include: Public Utilities (electricity and telephone poles) Public Protection Agencies(fire	Textbook: Man and Society, Chapters 9-15 Silver Burdette Books: Henry Ford, Boy with Ideas, by Aird Business in Action, by Paradis About the Driver of the Bus, by Phillips About the People Who Run Your City, by Newman Filmstrips: "Industry, Agriculture, and Commerce" in the: North Central States Northeast States Southern States Southwestern States Pacific Coast States and "Industry and Agriculture" in the Rocky Mountain states "People, Commerce and a Way of Life in Hawaii" "People, Commerce and a way of Life in Alaska"

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Managerial Work and Business Relations and Elemental Work

GRADE 5

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
302	and police) Services (auto repair, post office, shopping centers) Transportation improvements (airport, railroad, streets) Skyscrapers (office buildings) Factories Recreational Facilities (parks, zoos, civic centers)	Occupational Outlook Briefs: Numbers 3 98 465 478 710 8 115 293 516 726 28 121 298 520 749 32 124 306 530 761 34 138 350 557 783 35 185 369 570 785 38 189 397 573 788 63 202 403 599 810 75 205 454 617 813 78 206 464 674 826 84 215 465 676 827 87 238 468 685 916 1032 1047 1069
To have a better understanding of how the industrial revolution has changed the way people work and live.	After studying about the city of Philadelphia, students construct replicas of the city in 1776 and the present day city.	Boxes of various sizes, milk cartons, construction paper, string, paste, gravel, colored pens, toy cars, trucks, planes, trains and boats.

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Managerial Work and Business Relations and Elemental Work

GRADE 5

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Teacher and students discuss such managerial and business occupations as: Library or museum director Superintendent of plants Urban planners Public relations manager Utilities manager Etc. Invite a resource speaker from each of these areas and others to discuss his role in the community.	Resource Speakers: Manager or superintendent of a local industry Owner of a retail store Owner or manager of a grocery store Librarian Public utilities foreman Shanhouse worker (cutter) Tool and die operator and anodizer Woman plasterer Factory packer Shoe repairman
To have a better understanding of their parents' occupations, the students will interview and find out how parents feel about their occupations.	The students interview their parents or friends whose occupations come under these clusters. Share the taped interviews with the class. Some questions that could be used are: What are the duties and requirements of your job? What training and education were required?	Tapes and tape recorders Interview forms Pamplet: "A Brief Analysis on Industrial and Commercial Location Advantages in Magnolia, Arkansas" by the 100 Industrial Club, Magnolia-Columbia County Chamber of Commerce (copy enclosed at end of unit)

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Managerial Work and Business Relations and Elemental Work

GRADE 5

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Why did you choose this area of work? How do you feel about your job? Would you recommend this job to a son or daughter?	
To help the student realize that industries depend upon the availability of raw materials and working personnel.	Have a class discussion of all industries in Magnolia which manufacture from raw materials. Have the students bring sample products for visual display in Career Corner. Let the students share the following information about their samples: Where was it made? For what use was it developed? How is it used? Any other pertinent information.	The Daily Banner News Industry Supplement, May 31, 1972 Booklet: "Know your County" - Columbia County League of Women Voters Directory of Magnolia (Columbia County) Manufactures - prepared by the Magnolia Chamber of Commerce (copy at end of unit)
To gain first hand information from our local industry personnel.	Students could take study trips to the following industries: Koppers Company, Inc.-Laminated structural timbers Amoco Chemicals Corp.-Extruded plastic tubing and pipe Shanhouse-Men's and boy's outer-	Resource people for study trips: Koppers: Mr. Ralph Acerra, Manager Amoco: Mr. Fred Bradley, Manager Shanhouse: Mr. Jack Hiatt, Plant Mgr.

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Managerial Work and Business Relations and Elemental Work

GRADE 5

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	wear and jackets Anthony Lumber Co., Inc.-yellow pine timber Pittman's Nurseries and Floral Co. Landscaping and floral arranging Weyerhaeuser Co.-Timberland regeneration center Fuel Cell Forms Plant-Subsidary of Firestone Coated Fabrics	Anthony Lumber Co.: Mr. Willard Edwards, Manager Pittman's Nurseries and Floral:Mr. Donald Pittman, Landscape Architect Weyerhaeuser: Mr. Ted Chancey, Manager Fuel Cell Forms Plant: Mrs. Marilyn Moore, Manager
To gain a more realistic understanding of some local occupations, students listen to interview tapes made of local employees.	Students listen to interview tapes, some made by students and some by other school personnel. Have a class discussion about the differences between the various jobs. Let the students identify whether the occupation is of Managerial Work and Business Relations classification or Elemental Work classification.	Interview tapes: Veterinarian Maintenance worker Custodian of a public school Serviceman for a furniture store Furniture salesman Shoe repairman Cotton farmer Waitress

CAREER AWARENESS UNITS

Magnolia Public Schools

Grade 6

CAREER AWARENESS UNITS WITH RESOURCE SPEAKERS AND STUDY TRIPS

Grade 6

Unit	Resource Speakers	Study Trips
Developing Attitudes	Manager of Chamber of Commerce Public Relations Manager from a local industry School counselor Principal of the school	A committee visits the local Chamber of Commerce office A committee visits the Public Relations office of a local industry New students visit the counselor's and principal's office
Communications	Editor of Banner News Advertisement salesman from the Banner News and Radio Station, KVMA Resource speaker from a foreign nation (SSC student) Photographer Sports announcer from KVMA Disc Jockey from KVMA Surveyor or map maker Radio or Television technician Manager of Chamber of Commerce	Banner News, local newspaper Radio Station, KVMA Magnolia Cable Television A committee visits Cooper's Photography Studio A committee visits county surveyor's office A committee visits a local radio or TV repair shop Tour of city limits by means of school buses
Machine Work	Representatives from Shanhouse and Sons, Inc. Mr. Joe Doyle, Singer Sewing Machine manager School principal High School Auto Mechanics teacher A local truck driver	Shanhouse and Sons, Inc. Howmet, Inc., Southern Extrusions Division Junior High Practical Arts Shop

CAREER AWARENESS UNITS WITH RESOURCE SPEAKERS AND STUDY TRIPS

Grade 6

Unit	Resource Speakers	Study Trips
Engineering	Resource person who has visited a foreign country; talk about technological changes in the country Drafting teacher from the High School Resource person from Data Processing at Southern State College Tool and Die Designer Public School Music teacher Organist	High School Drafting classroom Southern State College Data Processing facilities Southern State College Art Department Howmet, Inc., Southern Extrusions Division (Tool and Die Shop) First United Methodist Church
Investigating and Legal Work	Local attorney Employment Security Division Representative to speak about legal requirement for working, such as: hourly wages and overtime, minimum wage and equal pay, and Social Security. Court Reporter Legal Librarian	County Jail Municipal or Circuit Court County Library Employment Security Division office

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop a vocabulary that will lead to positive thinking in all aspects of home and school life.	To introduce the unit on developing attitudes, the students and teacher discuss and decide upon the best meaning for the following terms that will help lead to a positive attitude now and in the future: Good Attitude — Dependability Interest — Courtesy Education — Punctuality Good Grooming — Planning Health — Skill Honesty View and discuss filmstrips.	Dictionary Filmstrips and tapes: Me, Myself and I Series by Eye Gate "Who Am I?" "Why Do My Feelings Change?" "What Can I Do About It?" "How Can I Improve Myself?" "What About Other People?" "Where Do We Go From Here?"
To develop creativity and encourage good organization of written materials.	These terms may be put in an attitudes booklet that the students will keep until the unit is completed. The cover should be illustrated in some way that will indicate that the booklet is on attitudes.	Troll Associates "Reading to Learn" "Reports, Projects and Tests" Art materials for booklet

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop good work attitudes among school mates and teachers and see the connection between these attitudes and the positive attitudes necessary for occupational success.	Students with teacher's help make different kinds of cars for a train. These may be labeled with one of the vocabulary words expressing a positive attitude. Laminate the train for display on a bulletin board.	Art materials for making a train. Laminating material
	Using the tune to "This Train Is Bound for Glory," teach the students the "Career Express" song that is enclosed at the end of this unit. A copy of the song may be put in the attitudes booklet.	Music book: Making Music Your Own, Level 6 Silver Burdette Song: "Career Express" (copy enclosed at end of unit)
To help develop a realistic outlook on life and hear and see how success is dependent upon a good attitude.	Invite resource speakers throughout the year to talk on the effect a good attitude has upon how successful a person will be throughout life. Possible speakers could be: Manager of the Chamber of Commerce- Public Relations Manager from a local industry-	Resource speakers in Activities column Study trips: A committee visits the local Chamber of Commerce office A committee visits the public relations office of a local industry

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
To help students have a clearer understanding of themselves and of some of the positive characteristics which they can develop. They will also learn that success in the world of work is largely dependent upon good work attitudes developed during school years.	School counselor- Principal of the school- Have the students construct a bulletin board entitled "Recipe for Good Manners", depicting a chef mixing the following ingredients: Thoughtfulness Citizenship Helpfulness Respect Friendliness Politeness Obedience Discuss the meaning of the above words. They may be put in the booklet. View and discuss filmstrips listed in resource column	New students visit the counselor's and principal's office Filmstrips and tapes: Manners Are For You Series Visual Education "Good Manners at School and at Play" "Good Table Manners Anywhere"

ERIC

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
	In the attitudes booklet or another booklet which could be titled "All About Me", the students put in inventory sheets about themselves. This could be kept confidential. Some of the inventory sheets could be on the following topics: What Is Personality? Good and Bad Attitudes How Do You Talk? How Do You Think?" Do You Use Your Conscience? How Good Is Your Sense of Humor and Cheerfulness?	Personal Inventories: "What Is Personality?" "Good and Bad Attitudes" "How Do You Talk?" "How Do You Think?" "Do You Use Your Conscience?" "How Good Is Your Sense of Humor and Cheerfulness?" (copies at end of unit) Filmstrips and tapes.
To develop group participation and critical thinking in a positive manner.	After the students have filled out the inventory sheets, they could have small group discussions concerning the following topics: What do you know about me? Good and bad What do I know about me? Good and bad	<u>Singer</u> "Learning about Listening" "Learning to be Your Best Self" "Learning to be Responsible" "Learning What Giving is all About"

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Developing Attitudes GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
To reinforce positive attitude thinking on the part of the students.	How can I correct the things I do wrong? How can I improve the things I like to do? Why do I like to do certain things? To follow up these small group discussions, the students could choose one student a week and list on the chalkboard or a sheet of paper all the good things the person chosen has said or done. No student says anything negative to or about the chosen student of the week. The students could write an essay on "The Person I Would Like To Be". This could be put in the booklet. At the end of the school year, the students could review their booklets and discuss in small groups the changes and progress they have made in developing a more positive attitude towards all aspects of their environment.	Books: SRA Junior Guidance Series Getting Along With Parents You're Maturing Now Discovering Your Real Interests Growing Up Emotionally Your Abilities Do Your Dreams Match Your Talents Your Problems: How To Handle Them

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Communications GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
To familiarize the students with the cluster of communications so they will understand the many different areas of occupations in the cluster.	The students and teacher discuss the varied job opportunities that came under the broad cluster of communications. They discuss the training and educational requirements plus other aspects of the jobs. They use the broad outline form on specific jobs relating to communications. The broad outline topics are: Journalism and Editorial Work Motion Picture Projecting, Photographic Machine Work, and Related Activities Creative Writing Translating, Editing and Related Work Radio Announcing and Related Work	Books: Dictionary of Occupational Titles Occupational Outlook Handbook Briefs: Occupational Outlook Brief Numbers: 5 196 736 8 262 771 9 263 772 43 264 776 44 275 792 56 390 798 57 500 799 58 524 800 59 626 801 60 632 802 129 640 939 136 650 1004 137 723 1013 182 733 1085 1086

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Communications GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
219	Promotion and Publicity Radio and Television Transmitting and Receiving Photography Typesetting, Reproducing and Related Work View film listed in resource column.	Film: "Careers in Communications" no. 6479 State Department of Education
To develop the process of decision making by allowing students to choose jobs; to develop the worth of working together by assigning small group jobs; and to show the value of selected course curriculum by relating a study of communication careers to the jobs students might want in the future.	The students and teacher select several occupations to be discussed in the study of the communication cluster. They could include: Sports announcer Disc Jockey Photographer Writer Crossword Puzzle Maker Map Maker Invite speakers listed in resource column.	Resource Speakers: Editor of Banner News, local newspaper Advertisement salesman from the newspaper or radio station Photographer Sports announcer from KVMA Radio or Television Technician

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Communications GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
022	Each student fills out a job application containing name, age, sex and other information like job preferance and qualifications. After reviewing the job applications, job assignments could be made which could include: Sports Writer: ten minute taped interview (the tapes could be played back to the class). Photographer: take pictures around the school (the pictures could be mounted on tagboard and displayed in the classroom). Writer: write a story or poem (this could be put in a booklet or newspaper printed by the students). Disc Jockey: twenty minute tape of news, weather, music and some advertising (this could be played back to the students for critical analyses)	Job application forms. These may be obtained from the local Employment Security Division or made up by the students. Blank tapes and tape recorders Cameras and film Materials for booklets

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Communications GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
221	Crossword Puzzle Maker: make a crossword puzzle using words in the communication field (all students could work the puzzle). Map Maker: draw a map of the school or city (students could identify landmarks on the map). View filmstrips listed in resource column. Discuss each. Committees of students take study trips to the local newspaper office, radio station; photography studio, radio and TV repair shop; and cablevision office. Talk to resource people previously listed. The students and teacher write a skit entitled "The Congressional Hearing". The students act out the parts to further demonstrate communicative skills.	Filmstrips: Singer Exploring Careers Series - Group I "The Telephone Installer" "The Broadcast Technician" "The Newspaper Reporter" "The Airline Cabin Attendant" Guidance Associates Career Discoveries Series: "People Who Organize Facts": 4. TV Sports Editor "People Who Create Art" Book: Ernie Pyle: Boy from Back Home - Wilson Skit: "The Congressional Hearing" (copy enclosed at end of unit).

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Communications GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop the worth of working together and also to show the value of selected course curriculum by tying specific subject matter into a group project.	Have a class discussion of the kinds of writings editors and various other writers do after looking over various newspapers. Also a study of the training and qualifications required for newspaper work can be made. Illustrate a bulletin board with the various kinds of jobs connected with editorials and journalism. Read advertisements and make up a few. This could be helpful in understanding how a newspaper is funded. During the study of Japan, a newspaper could be written as it would appear in Japan. This could serve to illustrate the Japanese industry and customs as well as to allow students actual experience in newspaper make-up. Invite a resource speaker who has been to Japan to talk to the students.	Newspapers: "The Daily Banner News" "Arkansas Gazette" "Arkansas Democrat" "Shreveport Times" "Shreveport Journal" "The Bray" Books: I Want To be a Weatherman - Baker News Reporters and What They Do - Botter Communications: How Man Talks to Man Across Land, Sea and Space - Colby You're On the Air - Daylie Get That Story: Journalism, Its Love and Its Thrills - Flaherty More Junior Authors - Fuller I Want to be a News Reporter - Greene The True Book of Communications - Miner Come To Work With Us In a TV Station - Wilkerson Come To Work With Us in a Newspaper - Wilkerson Benjamin Franklin: Boy Printer - Graves

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Communications GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
	Have a display of Japanese articles. Let the students tell about the articles they bring from home.	Textbook: Man and Change unit 3, ch. 6 Silver Burdette Co. Resource speaker who has visited or lived in Japan Japanese articles brought from home
To learn how to read and understand maps as a means of communication.	Obtain maps of the city and county. Let the students locate the place where they live on the map. Invite a local surveyor to talk to the class. Have class exercises in using map keys and direction finder.	Local Chamber of Commerce furnish maps A local surveyor or map maker
To develop enrichment activities that enhance the study of communication from different aspects.	Locate many places of importance and interest in the city and county. Let the students make a map booklet using maps of northern and western hemisphere, North American countries, United States, geographical terms,	Art materials for map and folder making Maps, globes and atlases

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Communications GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
	latitude and longitude lines, etc. Students can make map holders from construction paper and illustrate them with original map drawings. Take a study trip of the boundary lines of the city limits. School buses can be used for this purpose. Write thank-you letters to all resource people.	School buses for study trips
To correlate language arts with the study of the communication cluster.		

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Machine Work GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop an awareness of the community industries that require machine operations and the job opportunities available by the industries.	Have a class discussion about the local industries. Talk about the different kinds of work done at each industry and how so many jobs are dependent on other jobs carried on in an industry. View film.	Use Industrial Supplement from local newspaper Film: "Careers In Industry" - No. 6478 State Department of Education
	Have a resource person from one of the local industries talk to the students about the importance of machine work occupations.	Representative from one of our local industries such as Shanhouse and Sons, Inc., or Howmet, Inc., Southern Extrusion Division
To promote the dignity of all work, whether it be manual, skilled or professional.	Students and teacher discuss assembly line production and plan to set up an assembly line in the classroom. In order to do this the students take a study trip to Shanhouse and Sons, Inc., a garment manufacturing industry.	Study Trips: Shanhouse and Sons, Inc. Howmet, Inc., Southern Extrusion Division
To give on the job experience to students in a realistic job situation.	Assembly line set up in the classroom to duplicate as nearly as possible the operation at Shanhouse. The student personnel needed include:	Materials: Sewing machines Cloth material Patterns Scissors

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Machine Work GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
220	Guides Disigners Cutters Machine operators Pressers Labelers	Irons Labels Tables
	Patterns and material to be used were donated by Shanhouse. Sewing machines were loaned by Doyle Sewing Center.	Doyle Sewing Center
To give all students the opportunity to see mass assembly line production in operation.	Have other classrooms not participating in the production to visit and see the operation in action. This same type assembly line production could be set up using another industry.	Occupational Outlook Briefs that may be helpful to the study of this unit are: 32, 38, 47, 74, 76, 78, 94, 99, 123, 129, 135, 136, 181, 189, 205-215, 291, 305-311, 315, 358, 395, 397, 399, 412, 425, 470, 486, 491, 497, 506, 539, 544, 557, 558, 573, 599, 635, 636, 674-685, 703, 716, 860, 882, 889, 942, 955, 1012, 1022, 1032, 1047, 1067, 1072

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Machine Work GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
To show appreciation to resource people and develop language arts skills.	Write thank-you letters to all resource personnel.	
To familiarize students with other types of machine work in the appliance and small type vehicle field. Also to help develop a skill that is practical and useful.	Set up a machine shop in the back of the classroom. This could be partitioned off with paneling to form shop front. The shop could be labeled, "Central's Repair Shop". Duplications of various tools could be mounted on the front.	Materials needed: Lettering Duplications of tools
	Have the students bring in appliances that are not in working order. Appliances like toasters, clocks, irons, radios, bicycles, etc. can be repaired or painted by the students. The principal of the school is a good resource person to use for this activity.	Small appliances such as: Toasters Clocks Irons Radios Bicycles Paint and tools The school principal or a shop teacher
	Let the students take a study trip to Career Orientation Shop at the Junior High School.	Junior High Career Orientation Shop

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Machine Work GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
To correlate art work into the machine work cluster and give each student the opportunity to participate in a classroom activity.	Have the students illustrate a bulletin board display of different jobs to be found in machine work. If this happens to come near Easter time, you could use a large Easter Rabbit as the worker and different colored Easter eggs labeled with the different jobs.	Bulletin board materials
To familiarize the students with another type of machine work that is very vital to the economy of the nation.	View the filmstrip, "The Long Haul Truck Driver". Have a class discussion about the different types of truck drivers. Have the students write to the American Trucking Association, Inc. for free information about truck driving.	Film: "Careers In Transportation" - No. 6477 State Department of Education Books: "I Want to be a Bus Driver" - Greene "I Want to be a Taxi Driver" - Baker "I Want to be a Truck Driver" - Greene "Behind the Wheel: Great Road Racing Drivers" - Jackson "About the Driver of a Bus" - Philips "The True Book of Transportation" - Posell Filmstrip: Singer - Exploring Careers Series - Group I - "The Long Haul Truck Driver"

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Machine Work GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
229 To better inform the students that he and his community depend upon the trucking industry.	Have the class read and discuss some of the pamphlets listed in the resource column. These come from the American Trucking Association, Inc. Invite a local truck driver to talk to the class. If possible, have him bring his truck. Have specific questions made out to ask the truck driver. A culminating activity could be a display of posters or other illustrations of different types of trucks.	American Trucking Association, Inc. 1616 "P" Street Washington, D. C. 20036 Pamphlets: "Opportunities in the Trucking Industries" "Truck Driver's Dictionary and Glossary" "Trucks and Things You'll Want to Know About Them" "If You've Got It, A Truck Brought It" "That's Why American Trucking Is An Economic Giant" "Dictionary of Transportation" "American Trucking" "On The Road With the Truckers" "Scholarship Programs of Motor Carrier Companies and Associates"

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Engineering GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
To develop an understanding of the career cluster on engineering and to show its relationship to the study of the growth of a nation.	The students and teacher have a class discussion of the career cluster on engineering. Briefly go over the major areas of this cluster. They include: Engineering Research and Design Sales Engineering Engineering, Scientific and Technical Coordination Drafting and Related Work Technical Work, Engineering and Related Fields Engineering and Related Work Industrial Engineering and Related Work Surveying Prospecting, and Related Work Technical Writing and Related Work	Book: Occupational Outlook Handbook U. S. Department of Labor Occupational Briefs: 10, 11, 14, 17, 18, 27, 31, 33, 35, 50, 60, 64, 77, 110, 122, 145, 154, 156, 168, 169, 199, 200, 205, 211, 237, 249, 250, 261, 270, 285, 286, 304, 307, 308, 309, 310, 311, 319-345, 377, 382, 444, 449, 451, 479, 504, 544, 555, 575, 597, 681, 729, 867, 869, 916, 939, 1022, 1086
To correlate the engineering cluster with selected subject matter, such as the study of a	As an introduction to the study of Japan, discuss the technological changes brought about in Japan and how these changes have affected the	Textbooks: Man and Change, chapter 6 Silver Burdett Company

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Engineering GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
specific nation.	nation's culture.	Your World and Mine, chapter 20 Ginn and Company
	To further stimulate interest, students could be asked to bring articles made or produced in Japan and then discuss the methods of production involved.	Articles brought from home
To gain first hand information on a subject to broaden knowledge and create interest.	Have a committee of students visit the art department at SSC to view and study the art collection from Japan. This art collection is available on loan to a classroom.	Art department at Southern State College
To relate in person specific job requirements needed in order to be successful in one's career.	To further illustrate modern technological advances, a resource speaker from the computer center could talk about his occupation and the various engineering related occupations connected with computers.	Teacher of computer science at SSC Book: Computers - Corliss U. S. Atomic Energy Commission Division of Technical Information
To learn responsibility and what to look for when on a study trip.	A committee could be selected to go to the computer center at the college to see how a computer center is operated.	Study Trip: Computer Center at SSC

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Engineering GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
To gain information needed for a specific job while contributing to a classroom project.	Set up a library corner in the classroom with books and articles related to the engineering cluster.	Books: The True Book of Bridges - Carlisle Computers Tools For Today - DeRossi I Want to be a Road Builder - Greene I Want to be a Train Engineer - Greene The True Book of Space - Podendorf Come to Work with us in Aerospace - Wilkerson Herbert Hoover: Boy Engineer - Comfort Ben Franklin of Old Philadelphia - Cousins Cyrus McCormick, Farmer Boy - Dobler
To accept responsibility that will be helpful in later life when it comes time to make a decision about specific curriculum choices to meet individual needs to fulfill a career choice.	The students could keep a scrapbook on engineering. Articles and pictures from newspapers and magazines could be used. Research papers written by the students on various occupational choices in the engineering cluster could be put in the scrapbook. The front of the book could be illustrated with original drawings.	
To get information for a specific reason.	Have a small committee of students interview a local surveyor for information about how surveying is related to engineering.	County Surveyor's Office
To gain knowledge about the relationship of specific course curriculum to a particular occupational cluster.	Invite the High school drafting teacher to tell about the relationship of drafting to certain fields of engineering. Interested students could take a study trip to see how a drafting classroom is set up	Drafting teacher High School drafting class

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Engineering GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
	and the tools and instruments used for the drawings.	
To relate a specific occupation to the engineering cluster.	Discuss how tool and die designing is related to the engineering cluster. Select a committee to visit the tool and die shop at Howmet.	Study Trip: Howmet, Inc. - Southern Extrusion Division
To learn more about the educational requirements of a specific job in order to plan wise curriculum choices.	Invite a tool and die designer to visit the classroom to talk about the educational requirements needed to become a tool and die designer. He could bring some of his designs for display.	Resource speaker: Tool and Die designer
To gain appreciation of the fine arts while relating musical instruments to the engineering cluster of occupations.	The music teacher could do a unit related to the engineering cluster on the pipe organ.	Resource Person: Public School Music Teacher
	The students study pictures and diagrams of the pipe organ and discuss the modern pipe organ.	Songs: "While Bagpipes Play," from The Peasant Cantata
	The students could learn the song "While Bagpipes Play" from The Peasant Cantata by Johann Sebastian Bach who is one of	"Fugue In G Major" both by Johann Sebastian Bach

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Engineering GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
	the most renowned composers of organ music. The students listen to a discussion of a fugue and a recording of the "Fugue in G Major" by Bach played on a modern pipe organ. To culminate this musical unit on the pipe organ, the students take a study trip to the First United Methodist Church where the organist-choirmaster gives a demonstration and lecture on the mechanical workings of the instrument. The students are allowed to examine the console and walk through the organ for an examination of the pipes and inner workings of the organ.	Study Trip: First United Methodist Church Resource person: Church organist and choirmaster

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Investigating and Legal Work GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
To promote positive attitudes towards the world of work in general and show the value of selected course curriculum through a study of the laws, rules and regulations of our government.	Have a general class discussion of the many varied occupations related to the cluster of Investigating and Legal Work. The broad area of jobs are: Investigating, Protecting and Related Work Materials Analysis and Related Work Appraising and Investigating Work Transporting and Test Driving Legal and Related Work Protecting and Related Work	Textbook: Man and Change, Unit 4 chapters 8-10 Silver Burdett Company Book: Occupational Outlook Handbook Briefs: Occupational Outlook Brief numbers: 70 373 644 170-173 374 710 204 375 722 223 389 749 240 394 757 354 409 761 357 428 783 363 435 785 364 448 788 370 469 813 517 1044
To help motivate students so they can realistically understand the purposes of investigating and legal work.	Divide the students into groups and ask each group to think of some change in school life they would like to recommend such as the lunch program, specific school rules, bus schedule, etc.	Student participation Written reports or summaries

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Investigating and Legal Work GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
	The groups would compile the information discussed and give reports on their conclusions. This helps the students to see why people who live in groups must have rules and regulations to go by in order to accomplish certain tasks.	
	The students and teacher discuss the following terms: Legends — Governments Rules — Groups Customs	Materials: Textbook Library books Chinese and Greek Legends
To acquaint the students with the many ways our government affects the way we live.	Discuss the many ways governments defend their lands.	Examples of Babylonian and Sumerian Law
	Discuss how jobs became so complex that division of labor became necessary.	Textbook and encyclopedias
	Discuss the ways government related jobs differ and the finances required to sustain the government projects.	Newspaper and magazine articles

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Investigating and Legal Work GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
To encourage individual participation in a class project that will help build a more positive self-concept for each student.	Have the students write a skit concerning a particular government project. This can be acted out giving each student the opportunity to play roles.	Skit: "Know your Government Projects" (copy enclosed at end of unit)
To create interest in the occupational areas that students don't ordinarily consider relevant to them.	Set up a library corner in the classroom. Have library books on display. The students could bring in any article from the newspaper or magazines pertaining to investigating and legal work. Discuss in depth legal occupations. For motivation use a bulletin board display of the various workers involved in this area of legal work. For illustrations you could use fish of different sizes, shapes, and colors labeled with the following specific occupations. Lawyer — Legal Librarian Criminal Lawyer — Magistrate Probate Lawyer — District Attorney Judge — Clerks Appeals Reviewer — Bailiff, etc.	Books: All About Courts and the Law - Brindze Man the Inventor - Chandler About Policemen - Dillon The President of the United States - Fincher Digging into Yesterday: The Discovery of Ancient Civilization - Friedman I Want to be a Policeman - Greene The Cabinet - Johnson The Congress - Johnson The Story of the Secret Service - Kuhn Capitol and Our Lawmakers - Miers The True Book of Policemen and Firemen - Milner About the People Who Run Your City - Newman The F.B.I. - Reynolds Let's Go to a Police Station - Sootin Let's Go to a City Hall - Wolfe George Washington, the Making of a Nation-Cunliffe

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Investigating and Legal Work GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
To further enhance the role of a specific occupation.	Read aloud to the class portions from the book The Case of the Missing Message. This tells about the occupation of a detective from a child's viewpoint.	Case of the Missing Message - Verral
To develop the process of decision making and build a foundation for a sequential career awareness developmental curriculum by helping students explore various facets of worker requirements and applying this knowledge to future decisions and planning.	Make assignments and do activities related to the study of investigating and other legal work. Such activities could include: Preparing a collage of headlines from newspaper and magazine clippings that illustrate problems regarding jobs the local, state or federal government is doing or is expected to do. Make a bulletin board display illustrating the legal requirements for working using a scale of justice. Four small groups make posters giving information on the following: Facts about hourly wages and overtime Minimum wage and equal pay Age and permits Social Security	Pamphlets and Booklets: "What you Should Know About Arkansas Labor Laws" "Its Easy to Hire a Teenager" "Social Security Benefits" "Your Social Security" "Recent Improvements in Your Social Security" "Your 1973 Social Security Deduction" "A Brief Explanation of Medicare" "Agriculture and the Child Labor Requirements" "Digest of the Labor Laws of the State of Arkansas"

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Investigating and Legal Work GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
	Invite an Employment Security Division person to talk to the class about the above topics.	Resource person from the Employment Security Division
	A committee of students can go to ESD office to get material to use during this study.	Study trip to the Employment Security Division Office
To acquaint students with other opportunities and information offered in the legal and investigating field.	To culminate this unit of study have each student select a topic such as F.B.I., Laboratory Inspectors, Assembly Line Inspector, Forest Ranger, Game and Fish Commission Personnel, Lawyers, Judges, etc. The students can interview local personnel who are members of these professions or write off for information. They report back to the class the information learned. This helped all the students become better acquainted with many careers in this area.	Legal magazines Encyclopedias Local resource personnel Interview sheets Tape recorders and tapes
To bring about a realization of how important basic course curriculum is at the elementary	After becoming more knowledgeable about these careers, the students searched for information pertaining to educational requirements, type of work, salaries, etc.	Book: Occupational Outlook Handbook Legal dictionaries

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Investigating and Legal Work GRADE 6

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
level in order to build a foundation for junior high and high school courses.	Each student makes a folder. They illustrate the front. Inside the folder they place pamphlets, reports, pictures, etc.	Art materials
	Invite a local attorney to talk to the class about his job requirements and those of other court personnel.	Resource speakers: City attorney Court reporter Librarian
	Have a committee of students visit the County Library to talk to the librarian and see the legal documents that are kept in vaults in the basement of the library.	Study trips: County Library Court House County Jail
To reinforce what has been learned, the students are given opportunities to participate in activities that will always be meaningful to some aspect of their later life.	Let the students visit the court house and sit in on a court trial (be sure to screen the docket carefully so no embarrassment will occur for any student). A trip to the county jail is also informative for the students.	
	Have a mock court trial in the classroom with students playing all the various legal occupations. Only the accused should know for sure whether he is guilty or innocent.	Props for a court scene Judge's robe Mallet or Gavel

CAREER AWARENESS UNITS, CURRICULUM AREA, GRADE, RESOURCE SPEAKERS, AND STUDY TRIPS

Grade 7

Unit	Curriculum	Resource Speakers	Study Trips
Merchandising and clerical work which includes:	English	Ticket Agent	Bus Station
Sales and Service work		Ladies Clothing Salesperson	Dress Shop
Demonstration and Sales work		Automobile Salesman	Automobile Display Room
Selling and Related work		Insurance Salesman	Insurance Office
Switchboard Service		House-to-House Salesman	
Interviewing, Information		Real Estate Salesman	
Giving and Related work		Telephone Company Office worker	Southwestern Bell Telephone Company
		Representative from Employment Security Division	Various places chosen for occupational study
Medicine and Health and Scientific Research	Science	School Nurse	Nursing Home
		Teacher of Nurses Training	SSC Nursing Center
		County Health Nurse	County Health Office
		Intern	
		Doctor	Doctor's Office
		Lab Technician	Lab at hospital
		Pharmacist	Pharmacy Dispensary at hospital
		Local Veterinarian	Veterinary Hospital
		Hospital Dietitian	Hospital kitchen
		School Dietitian	School lunchroom kitchen
		Inhalation Therapist	Therapy center at hospital
		Dental Hygienist	Dental office
		Psychologist or Psychiatrist	Mental Health Center

CAREER AWARENESS UNITS, CURRICULUM AREA, GRADE, RESOURCE SPEAKERS, AND STUDY TRIPS

Grade 7

Unit	Curriculum	Resource Speakers	Study Trips
		Speech Therapist Optometrist Podiatrist Pediatrician	
Classifying, filing, and related work (Library Related Fields) and Social Science and Related work	Social Studies	School Librarian Columbia-Lafayette Regional Librarian Southern State College Librarian	School Library Columbia-Lafayette Regional Library Southern State College Library
		Foreign Student from Southern State College	
		Speaker from Archeology Department at SSC	Archeology Department at SSC
		Local speaker on the preservation of history in Columbia County	Old Woodward Home
		Chamber of Commerce Manager	
		Employment Security Division Employee	

CAREER AWARENESS UNITS, CURRICULUM AREA, GRADE, RESOURCE SPEAKERS, AND STUDY GUIDES

Grade 7

Unit	Curriculum	Resource Speakers	Study Trips
Clerical work related to banking and other similar occupations	Math	Banker Bank Teller Grocery Store Clerk Business Machine Operator Motorcycle Business Man	Local Bank Local Grocery Stores

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Clerical Work Related to Banking and Other Similar Occupation GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To understand the fundamentals of banking and how it relates to the basic skills learned in math.	Introduce this unit by listing a few vocabulary words that would relate to a bank-teller. Be sure the students know the meanings and can use them in sentences. The words could be: Teller-one who receives or disburses money for the bank. Disburses-gives out money Account-A record of the amount of money a customer has in their bank account. Currency-paper money Ledger-a record book to record money in accounts. Withdraw-to take money out of the bank Balance-amount of money remaining in the bank Passbook-a small book belonging to the customer, telling him how much money he has in the bank	Materials from which a vocabulary may be formed can be obtained from a local bank or ordered from: The American Bankers Association 90 Park Avenue New York, New York 10016 Book: Occupational Outlook Handbook

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Clerical Work Related to Banking and Other Similar Occupation

GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To learn about the qualifications, duties, working conditions and job future of a bank teller in order to prepare for a possible job opportunity in the future.	Have the students do research on what one must do in order to become a bank teller. THis can be done by using reference materials or personal interviews. Use filmstrips from "The Money Tree." Some of the things they need to know are: Training and Qualifications High school graduate Neat appearance Tactful and Courteous Cheerful and friendly Meets standards of bonding company Take courses in banking Work under supervision for a short time Duties During Banking Hours Takes deposits Cashes checks Handles withdrawals Verifies identity of customer Knows when checks and deposit slips are correct	Filmstrips/Cassettes: The Money Tree "Overview" "Bank Teller" "New Account Clerks" Bowmar Occupational Outlook Briefs: 83 369 238

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Clerical Work Related to Banking and Other Similar Occupation

GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Uses machine for making change Enters money amounts in bank ledger and passbooks Sells bank services Duties After Bank Hours Counts money and lists it Balances accounts Sorts checks and deposit slips Working Conditions Usually 40 hours weekly Done by both men and women Work in well lighted comfortable building Benefits: bonus, sick leave, paid holidays, vacation Job Future 9 out of 10 workers are women Excellent chance for advancement 85% to 90% of bank employees are tellers Always in demand Employment increasing-about 18,000 per year	

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Clerical Work Related to Banking and Other Similar Occupation GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To build a foundation for a sequential career awareness developmental curriculum and to show the value of math by relating the processes to the everyday world of work.	Have a general discussion of the use of decimals. Use teacher-prepared booklets on using decimals in everyday math. Have a class discussion of the use of decimals in banking and relate them to the following banking-related careers: Teller Bank Clerk File Clerk Introduce percentages and work with students in the textbook and a teacher prepared booklet. Borrow or rent several types of business machines and let the students learn how to work with them using decimals and percentages. Get checks and deposit slips from the bank and let students learn how to write checks and make out deposit slips correctly. Be sure to void the checks	Booklets: (teacher prepared) "Decimals" "Check Writing" "Percentages" "Decimals and Percentages" "A Place to Keep Your Money" Materials: Blank checks Deposit slips Business machines Textbook: Math For Today and Tomorrow chapter 2 "A Modern Approach to Consumer Math, by Mach and Larson

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Clerical Work Related to Banking and Other Similar Occupation GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	before student use.	
	Arrange for a study trip to the bank to see the total operation but put the greatest emphasis on the teller, bank clerk and file clerk.	Study trip to a local bank
To develop the process of decision making and promote the dignity of all work through a study of various buying techniques and those occupations connected with purchasing.	Use filmstrips and cassettes to help in discussing purchasing and buying and different ways of buying things with emphasis upon the following occupations: Grocery Checker Cashier Postal Clerk Let the students work on problems related to figuring cost. Have a discussion on comparative buying with emphasis upon shipping clerk and stock clerk.	Filmstrips/Cassettes: Cabbages to Kings "Overview" "Retail Food" Bowmar Booklets: "Different Ways to Pay for What You Buy" "Best Food Buys" "Number, Size and Price" "Figuring Credit Charges" "A Place to Keep Your Money" "Taking Out a Loan," Part I & II "Helpful Hints for Teachers of Basic Mathematics" All from the State Department of Education

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Clerical Work Related to Banking and Other Similar Occupation GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To acquaint the students with a knowledge of how banks, loan businesses, and many retail stores make money from customers who use credit. Also to teach the value of money and the wise way to spend it.	Have a class discussion of credit buying, installment buying, and loans with emphasis upon occupations related to these topics. Let the students work problems figuring loan charges. Have a class discussion of discount buying. Use a teacher prepared booklet and work problems figuring discounts. Make the students aware of wage earnings and the various amounts withheld from payroll checks. Discuss payroll clerks and other related occupations. Discuss with the students savings and the mathematical skills required to figure interest.	Books: Helpful Hints For Teachers of Mathematics pp. 120-127; 135; 139-141; 155-157 State Department of Education Math For Today and Tomorrow Occupational Outlook Briefs: 431 138 837 761 81 888 247 927

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Clerical Work Related to Banking and Other Similar Occupation GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To show the value of a sound mathematical background by relating specific occupations requiring math expertise.	Have a class discussion of the use of percentages with reference to figuring commissions, notes, taxes, discounts and sales. Illustrate this by bringing in a resource person who uses these mechanics of math in his business. A person in the motorcycle business would be of interest to the students.	Resource speaker who would be interesting to the students such as a motorcycle business man.
	Let the students experiment with a compass and protractor making original designs. Discuss workers who use these tools to make a living, such as, the carpenter, architect and draftsman.	Math Tools: Compasses Protractors
	Use the textbook with references to a class discussion of figuring areas and the jobs that require a knowledge of this skill in order to be successful.	Textbook: Math for Today and Tomorrow

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Clerical Work Related to Banking and Other Similar Occupation

GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Occupations such as bookkeeper, accountant and meteorologist are discussed. Let the students decide what skills each of these occupations require and see how many of the same skills are used in each occupation. The skills needed could include understanding positive and negative numbers using a sliding indicator and a number line.	Occupational Outlook Briefs: 3 676 103 677 600

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Selling and Related Work

GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To help students discover the responsibilities of a person who is selling by first letting them relate their experiences in selling and then discuss problems that may be encountered as salesmen.	Have a class discussion about selling occupations. Let the students tell about different things they have sold, like Girl Scout cookies, Christmas cards, etc.	Books: (Jr. High Library) Your Future in Public Relations, Pinney Your Future in Real Estate, Durst Your Future in Salesmanship and Sales Management, Elseman Your Future in Insurance, Sommer
To promote good public relations through a study of the field of sales and related work and the importance of good public relations to the world of work in general.	Invite several different types of sales persons to visit the classroom and tell about their particular sales occupation. Resource persons could include: Ticket Agent Ladies Clothing Salesperson Automobile Salesman Insurance Salesman House-to-House Salesperson Real Estate Salesman	Resource speakers from the occupations listed in the activity column. Filmstrips/Cassettes: "Persuasive Interests" SRA Kuder Series "Overview of Retail Sales Positions" "Retail Department Head" "Retail Sales Associate" "Speciality Retail Sales" "Retail Food Clerk" Bomar

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Selling and Related Work GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (study trips, games, display, etc.)	Resources (speakers, filmstrips, books, etc.)
	Students write thank-you letters to resource speakers as a part of communications skills used in todays English	Textbook material on how to write thank-you letters
To correlate subject matter in a meaningful way to an area of occupations.	Let the students compile a list of vocabulary words that would relate to the field of selling. A spelling game could be played using the words. Words that could be used are: Salesman — Insurance Consultant — Real Estate Equipment — Demonstration Solicitor — Financial Selling — Item Product — Management Merchandise — Retail Clerk — Wholesale	Dictionaries Student creativity in making up games and writing stories Occupational Outlook Briefs: 8 — 260 56 — 262 57 — 263 59 — 827-845 121 — 880
	Students could write creative stories using the vocabulary words.	

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Selling and Related Work GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To help develop a sense of personal worth and gain experience in oral communication.	Have the students select a product that they would like to research and use in a sales talk presentation before the class. They could visit a store or person who had information on what they had chosen to sell. They make note cards with an outline for their talk, arrange for visual aids (posters, books or the product) and present a three minute sales talk.	Illustrations made by students
To show the value of selected course curriculum by making career information about opportunities available in switchboard, interviewing, information giving, and related to the practice of good oral communication.	Have a class discussion on the improvement of conversation. Students could: Write a good conversation Role-play and record these conversations Critique the recorded conversations Have a class discussion of correct telephone manners: Let the students: Write telephone conversations Role play the conversations Critique the conversations	Textbook: The Macmillan English Series 7 Chapter 10, "Conversation and Discussion" Tape recorder Textbook material on telephone "Do's and Don'ts" Telephone system borrowed from Southwestern Bell Telephone Company.

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Selling and Related Work GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Take a study trip to the telephone office.	Study trip to telephone office
To explore the effective use of language and realize the value of oral and written communication in the world of work.	Let the students help develop different types of vocabularies with emphasis upon the fact that specific careers require or use special vocabularies. Study the effect of suffixes upon words. Work on identifying or classing parts of speech. Study about the effect adjectives have on word meanings or interpretation.	Textbook: Unit I "Developing Your Vocabulary" The Macmillan English Series 7 Adventures for Readers, Book one Harcourt, Brace-World
To learn more about various community and job opportunities while relating work attitudes to success in an occupation.	Have a class discussion of various standards of work. Activities of interest could include: Writing explanations and discriptions of careers related to sales and service. Dramatizing or role-playing sales and other selling experiences. Panel discussion: "Why Do People Work" Emphasis on how to take a responsible role in a discussion and what generally	Book: Your Career In Selling, Liston Plays: The Death of a Salesman, Miller The Big Wave, Buck Feathertop, Valency Inside a Kid's Head, Lee

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Selling and Related Work GRADE 7

MAGNOLIA PUBLIC SCHOOLS

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Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	is expected of panel participants. Class discussion of speaking and listening and the importance of each in a chosen career.	Poems: "Sled," Adams "Animal Fair," Cozzens "Mandalay," Kipling "Little Orphan Annie," Riley "The Art of Seeing Things," Burroughs "Animals Go to School," Teale
To develop the worth of working together and also the process of decision making while encouraging analytical thinking and organization of one's thoughts which is important in good oral communication.	Let the students work on comprehension skills by reading and analyzing prose selections. This could include: Recognizing the main idea - write descriptions about various occupations, read the descriptions and analyze. Study basic sentence patterns. Study the different levels of word usage. Practice and study the correct way to outline.	Prose Selections: "David and Goliath," Arbuthnot "The Big Wave," Buck "The Elephant's Child," Kipling "The Lion in the Gateway," Renault Pamphlets: "You Have a Talent," Barley "Prepare Yourself to Serve," and "Do You Fit Into the Picture," Straws PAC #6

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Selling and Related Work GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To help develop the process of decision making by allowing each student to choose what he will learn more about. This will help develop self-esteem and a sense of personal worth in each student by placing emphasis upon his work, his ideas and his choices.	As a culmination of this unit the students can make a career notebook containing these items: A series of paragraphs that answer these questions: Why People work? Why you are interested in the job you have chosen? What skills are required for this job and how are they used? What rewards are associated with the occupations? Magazine and newspaper articles and want ads pertaining to the job chosen. A list of books, films, articles, and biographies related to this occupation. Original drawings and cartoons related to the occupation. Especially make the cover interesting	Booklets: Jobs In Selling, SRA Popeye and Communication and Media Careers, King Features Why Work? General Electric Employment Security Division Office Films, Filmstrips and Filmloops: "A Job That Goes Someplace," Parts I & II "How Do You Figure It?" Parts I & II "Your Job Interview," Parts I & II "Routeman" "Being a District Sales Manager" "Being a Retail Divisional Manager" "Being an Airline Ticket Agent" "Steps in Sales" "Salesmen and Saleswomen In Retail Stores" "Careers in Sales" "Discovering Your Real Interest" "Survey of Careers"

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Selling and Related Work GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	and attractive. Copies of letters written for information or thank-you notes to helpful people. Pictures of goods produced or scenes showing services rendered by a person in the chosen occupation. List of sources used in preparing the notebook: Persons interviewed Books and magazines read with names and authors Visits made to places where chosen occupation is used	

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Medicine and Health and Scientific Research GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To acquaint the students with the many job opportunities related to the field of medicine and health and scientific research.	Use SRA booklets and filmstrips to create an interest in the job opportunities in health and science. Invite the school nurse to talk to the students about the field of nursing.	SRA Booklets: "Jobs In Health" "Jobs In Science" Filmstrips/Cassette: Compassion for People Series, Bowmar School Nurse
To become acquainted with the local facilities that utilize the help of a nurse.	Plan study trips for committees of students to visit in order to get more first hand information about the duties of a nurse in different job situations. Committees of students report back to the rest of the class information they obtained on the study trips.	Study Trips: Nursing Home for the elderly Nursing Center at SSC Columbia County Health Office General nursing stations of the City Hospital

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Medicine and Health and Scientific Research

GRADE 7

MAGNOLIA PUBLIC SCHOOLS

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Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To acquaint students with the different medical and health careers available which are not doctoring or nursing per se but which are still very important to the work of the doctor or nurse. This also will help develop the concept of working together and a flexible attitude toward the limitations of all persons involved.	Have a class discussion of medical careers not limited to nursing or the practice of medicine as a medical doctor. Let the students make a study of the importance the following occupations have in the general work of nurses and doctors. Anesthetist Audiometrist Dental Hygenist X-ray Technician Inhalation or Respriatory Therapist Pharmacist Use the filmstrips and cassettes to serve as a springboard for these discussions.	Books: Occupational Outlook Handbook Dictionary of Occupational Titles Occupational Outlook Briefs: 40 1087 72 284 257 732 Filmstrips/Cassettes: "Job Opportunities in Hospital" "Job Opportunities Now," Group I SVE
To make more meaningful the subject matter taught in the science first aid course and to impress	Use resource speakers, such as the inhalation therapist and pharmacist to talk to the students about their occupations.	Inhalation Therapist from City Hospital Pharmacists from local drug stores

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Medicine and Health and Scientific Research GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
upon the students the importance of keeping the body healthy.	The therapist can bring breathing apparatus to set up so the students can experience what a patient goes through when being treated for a respiratory ailment.	Book: Your Future In Pharmacy, Kraemer
To help students understand the responsibility associated with occupations related to the life and well-being of people who depend on others for services they cannot render themselves.	Form committees again to make study trips to utilize local resources to gain information about hospital related occupations. Trips may be made to: City Hospital Dietitian Lab Technician Drug Dispensary X-Ray Lab Emergency Room Southern State College Dietitian Dentist Office Dentist Dental Technician	Study Trips: City Hospital Southern State College Dentist Office Book: Your Future As a Dietitian, American Dietetic Association

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Medicine and Health and Scientific Research GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To become knowledgeable about many medical and scientific related occupations and how they relate to obtaining the best education possible to fit the educational needs required to go into a chosen occupational field.	Have the students do a Career Exploration Project from a list of all occupations to be studied in this unit. The student should: Interview (with a person, if possible, in one of the occupations) Research (the material available on one of the occupations) This should be accompanied by additional material such as posters, pamphlets or booklets on the occupation they have selected from the list below: Supervisory and Instructive Work Psychiatric aid Instructor Consultant Nurse Head Nurse Instructor Nurse School Nurse Public Health Nurse Supervisor Nurse Dietary Consultant Therapeutic Dietitian	Local resource people Books: (Biography) First Woman Doctor, Baker Doctor Alone, Chambers The Courage of Dr. Lister, Noble The Doctors Mayo, Clapesattle America's First Trained Nurse, Baker The Doctor Who Saved Babies, Rick Famous Man of Medicine, Chandler Doctors in Petticoats, Fleming Great Men of Medicine, Fox Great Women of Medicine, Hume Books: (Non-fiction) Books: (Fiction)(Get list from counselor's office) Occupational Outlook Briefs: 40 72 223 42 159 245 48 160 256-259 61 180 272

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Medicine and Health and Scientific Research GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)	
	Nutritionist	280	695-699
	Auxiliary Personnel Supervisor	294	713
		356	714
	Nursing, X-Ray and Related Services	442	731
	Nurse Anesthetist	443	732
	General Duty Nurse	461-464	740
	Office Nurse	480	741
	Audiometrist	481	742
	Dental Hygienist	484	756
	Electrocardiograph Technician	485	767
	Radiologic Technologist	523	779
	Inhalation Therapist	552	780-782
	Medical Assistant	576	784
	X-Ray Clerk	579-588	804
	Dental Assistant	59[illegible]	909
	Mental Healer	659-670	910
	Physical Therapist	672	937
	Surgical Technician	688	938
		691	963
	Medical, Veterinary and Related Services	692	1054
	Anesthesiologist Flight Surgeon		
	Cardiologist General Practitioner		
	Dermatologist Gynecologist		

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Medicine and Health and Scientific Research GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
	Neurologist Ophthalmologist Psychiatrist Dentist Veterinarian Audiologist Speech Clinician Obstetrician Pediatrician Urologist Orthodontist Veterinary Radiologist Chiropractor Speech Pathologist	
	Resource speakers from the above lists could be invited to visit the classroom to talk to all the students about their occupation.	Resource speakers from list mentioned in activity column
To acquaint science students with methods of scientific analysis and develop their decision-making processes and also the concept of the dignity of all work.	Have a class discussion on the various roles of the scientific helper or lab assistant in the discovery of scientific knowledge. Have a panel discussion utilizing resource persons such as forester aid, chemist helper or lab assistant in	ISCS Material Probing the Natural World, Vo. I Intermediate Science Curriculum Study Silver Burdette Co. Filmstrips/Cassettes: People Who Work In Science Series

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Medicine and Health and Scientific Research

GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To improve the self-image of students and to impress upon them that they are worthy members of our society.	illustrating the many varied roles of the scientific helper. Let the students role play the importance of the scientific helper to our society. Make it meaningful to the student that he is a scientific analyzer to some extent. Reports, posters or outlines could be made concerning one specific scientific helper. As a culminating activity the students could make up word puzzles or have spelling contests using the medical and scientific words they have learned during this unit of study.	Booklet: "Jobs In Science" SRA Books: America's First Woman Chemist, Douty Famous Physicists, Mann Occupational Outlook Briefs: 80 293 577 91 297 602 92 348 643 93 386 709 104 417 743 133 446 744 155 472 823 156 562 824 241 565 867-871 1086 Student and teacher made games or puzzles.

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Classifying, Filing and Related Work and Social Science and Related Work GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To explore the careers available in the area of library work while being oriented to a new building and specifically to the library facilities. Also, to lead to an exploration of the merit of leisure time.	Have a class discussion of library work as an occupation and the different types of librarians. Each class take a trip to the school library. Have the librarian talk to the students about the way the library is set up. She could also explain to the students about the following library occupations: Cataloger — Medical Records Librarian Classifier — Music Librarian Index Editor Take study trips to the Southern State College Library and the Columbia-Lafayette Regional Library. Let the students compare different ways libraries are set up.	Textbook: Our Changing World, Sobel and Oliver Laidlaw Brothers, Unit One: Chapter 3, Section 1-5 School librarian as resource speaker Books: Doc Dudley's Daughter, Friermood Nancy Runs A Bookmobile, Johnson Jimmy Williams, Library Assistant, Tompkin Occupational Outlook Briefs: 524 582 641 Southern State College Library Columbia-Lafayette Regional Library

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Classifying, Filing and Related Work and Social Science and Related Work

GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To discover similarities and differences existing in the occupational fields in America and foreign countries and help develop the process of decision making.	Have a class discussion of various occupations in the foreign countries of Europe and Asia. Using the information learned from the library part of the unit, the students can research information and write reports comparing the occupations of the foreign countries with those in America.	Textbook: Our Changing World, Sobel and Oliver Laidlaw Brothers, Unit 2: Chapters 4, 5, 6,7,8 Maps of Europe and Asia
To show how government operations affect the types of occupations available in a country.	Have a class discussion of civil service or government occupations in foreign countries. Use library references to help in this discussion. Have a resource speaker panel made up of foreign students from Southern State College to tell about the government related occupations in their country.	Books: Your Future in Jobs Abroad Your Future in Museums Your Future in Archeology Anthropologists and What They Do
To discover how history is preserved and to explore some of the occupations related to preservation of	Reports can be written on the archeologist, anthropologist, biographer, archivist, historian, and museum work in connection with this and with a study	Booklet: Jobs in Unusual Occupations SRA Foreign students from SSC

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Classifying, Filing and Related Work and Social Sciences and Related Work GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
historical data and artifacts. Also, to show the value of a social studies curriculum.	of the Indians.	
To create an interest in past history and how it relates to todays history.	Study trips can be made to Indian mounds and also a resource speaker from the Archeology Department at SSC can come to tell about some of the relics that can be seen at the college. A local resource person interested in the preservation of history could talk to the students about how things have changed in the last fifty years. A committee of students could visit an old restored home and report back to the class.	Occupational Outlook Briefs: 44 428 49 450 53 638 242 706 273 721 349 758 364 824 389-392 898 418 901 Resource speaker from Archeology Department at SSC Local resource speaker interested in preservation of history Old Woodward homesite called Frog Level

CURRICULUM CORRELATED CAREER AWARENESS UNIT: Classifying, Filing and Related Work and Social Science and Related Work GRADE 7

MAGNOLIA PUBLIC SCHOOLS

Concepts to be developed	Activities (field trips, games, displays, etc.)	Resources (speakers, filmstrips, books, etc.)
To explore the occupation of job analyst and become familiar with sources of job information in a specific location. Also to learn the physical determinants which affect establishment of industries. This will also help develop an awareness of community job opportunities and possible new opportunities.	Have a class discussion of jobs available in Arkansas relating physical or geographical requirements of industry locations. Students can role-play job descriptions of local and Arkansas occupations. Use the industrial pamphlet put out by the local Chamber of Commerce to study and discuss industries located in Columbia County and the occupational opportunities available. Use resource speakers from the Chamber of Commerce and Employment Security Division to talk to the students about the relationship between education and job opportunities.	Local Chamber of Commerce Local Employment Security Division State Chamber of Commerce Arkansas Industrial Development Corporation